



A R G O

DECEMBER 1989

BOSTON LATIN SCHOOL

VOLUME XIX

NO.1

Thanksgiving Game

Erin O'Reilly

This year's Latin-English game was postponed until November 25, 1989 due to snowy weather. Remarkably, English was picked as a 5 point favorite under the leadership of their much publicized quarterback, Clazel Pearl.

There was much to be worried about when English, on the second play of the game, scored on a 79 yard run by Tim Lambright. The opposition took an early lead, 6-0.

Latin was in good scoring position late in the first quarter when it faced a first and ten from the English 16 yard line. However, it was unable to convert on a fourth down at the 8.

English dominated the first half, yet the Wolf-pack held tough - twice stopping the Blue within the 20. An English fumble resulted in a Latin recovery at its own 24. On English's next series, the 'Pack's Matt Walsh stopped Pearl one yard short of a first down. Latin's last opportunity of the half ended when quarterback, Brendan Dever, was intercepted at the English 26.

In the second half, English's luck changed. Pearl entered the game wearing jersey #28, instead of his usual #7. Perhaps his ripped shirt was a bit of an omen as English could not get back on track, despite the great athletic ability of their quarterback.

Following an English punt, Latin began an impressive touchdown drive from its own 34. A pass play to Dave McKenna set up a 12 yard run by halfback Desmond Lovell. After a brief exchange of penalties, an English facemask turned a Dever sack into a second and five at the English 36. Just 48 seconds into the fourth quarter,

Latin tied up the game 6-6, on a 16 yard run by Lovell.

Latin didn't have to wait long to get their hands back on the ball, as English quickly fumbled on its next play from scrimmage. It seemed only a matter of time before the 'Pack would march 31 yards for the leads. The keys of this drive were the play by McKenna and Lovell, and the late hit penalty against the Blue, before halfback Adilson Cardoza went in for the score. Sean McCarthy made good the two point conversion, 14-6.

In the final two minutes, Desmond Lovell sealed the victory, running it in from the 16. Latin again made the conversion with a pass completion to senior Captain Matt Small.

English's final hopes were snuffed out in the waning seconds as Sean McCarthy intercepted Pearl in the endzone. Chalk up another "Thanksgiving" win for Boston Latin. Final score: 22-6.



Latin School Rally

by: Christine Zaleski

The annual Boston Latin School rally took place in the Massachusetts College of Art gym this year instead of the newly renovated auditorium. Apparently, the headmaster, Mr. Contompasis, and his associates didn't believe that the seventh graders, or even the seniors, would be able to control their enthusiasm during the event. So over the frozen tundra of Palace Road did the Latin students trudge.

At the gym, many students complained that they couldn't hear what was being said by Senior class president Anne Guiney, or the captain of the Wolf-pack, Matt Small, or the co-captain of the cheerleaders, Melissa Carr (for unlike the auditorium, the gym had no microphone). Others complained that it was too crowded. The organizers of the rally might have realized that half of the school population in one gym at one time might lead to some overcrowding.

In all truthfulness, the gym was a better location than the traditional auditorium in one aspect, the student body was allowed more freedom to go "crazy". Coach Costello was spotted confiscating a roll of toilet paper that was about to be thrown.

The rally itself was just as exciting as in past years. Mrs. Middleton led the crowd in cheering while the cheerleaders and pep squad got the student

body hyped up. Captain Matt Small's statement, "There are people in Jamaica Plain who think they're gonna win tomorrow but I don't think so.", seemed to sum up the feeling of all the BLS fans.

How Long Will Our New School Stay New?

by Melissa Alosso

I'm sure that everyone must be pleased with our school now that it is renovated, so why would anyone want to deface it? That's the same question I asked myself when I noticed graffiti on the small stone wall engraved with Latin phrases outside in the back of the school. My conclusion is that it couldn't have been a student or students from Boston Latin School. Yet, we should be concerned and upset about this. A great amount of time and money was put into making Boston Latin School a better studying environment for us, therefore everyone should make an effort to keep it this way for us and succeeding generations. Graffiti makes the building look tarnished and disreputable and it is a disgrace to us. I only hope that you understand what I'm saying and try to maintain a clean, decent edifice that was all can be proud of.

SUMMER EXPERIENCE

Trying to pull together this first issue of the Argo was a great task. There were many difficulties which the Argo had to endure, causing a slow beginning. We, the editors and staff, had to adjust to the mechanics of the paper, including the computer layout and gathering the articles. The Argo hopes that the student body and faculty will support the Argo through this, its 19th year, and understand the delay in its first publication. Some articles have already taken place, hopefully we will have follow up articles.

Letters to the editor are always welcome. (Michele McCullough, 125; Regina Lau, 104) Thanks again.

The Editors

EDITOR-IN-CHIEF
Michele McCullough

ASSISTANT EDITOR
Regina Lau

BUSINESS MANAGER
Ann Leany

FACULTY ADVISOR
Malcolm Flynn

ART
William Coyle
James Cumming

STAFF
Melissa Alosso
Colleen Breen
Jenn Burns
Helen Chan
Jennifer Chan
Sally Chin
Trinh Dang
Stacie DeWitt
Tina Duong
Frannie M. Fong
Monkili Fung
Elizabeth Glater
Mara Hansen
Romea Hemsley
Danielle Holland
Nonny Inthasomsack
Sin Yan Law
Nancy Lee
Hillary Krieger
Sam Martland
Lisa McCullough
Irene Milonopolous
Dienanh Nguyen
Polly O'Brien
Erin O'Reilly
Jeremy Schwartz
Tara Sullivan
Katie Weldon
Amy Wong
Doris Wong
Mildred Wong
U Jin Wong
Harmony Woo
Christine Zaleski

by Jeremy Schwartz

This past summer, I had an opportunity that few people ever have: the chance to visit the Soviet Union and get to know Russian teenagers. I was part of an exchange of Soviet and American students run by the Samantha Smith Foundation which brought 50 Soviets to a camp in Maine and sent 50 American " behind the Iron Curtain."

As the American contingent flew to Moscow from Kennedy Airport, we were filled with feelings of eagerness, anxiety, and an overall sensation of not knowing what to expect. But a month later, we returned tearfully and with a new perspective on the Soviet Union and its people.

We stayed at "Sunny Camp" in Anapa, a resort city on the shores of the beautiful Black Sea. There, we were integrated into the regular camp activities with about 75 of our Soviet counterparts ranging in age 10 to 16. Unfortunately, because of a technicality in the exchange, we were not allowed to sleep or eat with the Soviets, but every other waking moment was spent with them, playing soccer or football, sneaking off to the local cafe for ice cream, and mutually complaining about our schools and parents.

I had arrived in Russia expecting to find the Soviets I met to know more about the U.S. than I did and wanting to discuss politics all the time. What I found were "regular" teenagers more interested in music than the Kremlin and even members of the Young Communists Party preferring to talk about blue jeans than Afghanistan.

Everywhere we went, we were greeted with warmth and genuine friendliness. It was in this peaceful atmosphere that many of us made friends for life. The more we got to know each other, the more we could feel bonds being formed between representatives of our rival nations. This gives me great hope for the future. It felt as if we were accomplishing our goal of, in some small way, promoting peace and understanding between our people.

The typical camp day in Russia begins at 7:00 am with a universal scampering down to beach for morning exercises, a tradition loathed by American and Soviet campers alike.



MOCKBA

MOSCOW
RED SQUARE

The camp was quite relaxed and lacked a lot of structure, so there was a good deal of free time in which to socialize. After breakfast and lunch, we would go down to the beach to take a leisurely swim and get into a pickup game of soccer. We organized a soccer team of Russians and Americans to challenge the local team in Anapa and rival competitive teams. I believe that this went a long way in uniting us.

Back at camp, we could play basketball, listen to music, or trade small gifts, a popular Russian custom. The Soviets were eager for anything American: badges, buttons, T-shirts, or tapes. Most of the returning Americans were loaded down with various Russian pins depicting Red Square, the camp's insignia, Lenin, etc.

The evenings always held a surprise. We might be visited by a ballet troupe, take part in the camp's Olympic games, or attend an American-like disco, which featured the best in Russian pop music.

However great the camp was, there was one aspect of camp life in Russia that was not entirely wonderful - the food. Three times a day, every day, we feasted on meat and potatoes in every form imaginable. It wasn't long before the mere mention of a Chicken Nougat set our mouths to watering.

Not only did the camp house campers, but also Armenian refugees left homeless by the earthquake. This proved to be

an unexpected bonus, as we got the chance to befriend several Armenian boys and hear a more personal story of the great tragedy. It put real perspective to the horrible destruction which the Armenians were forced to endure.

The month sped on faster than we liked and the time to leave was soon upon us. The feelings of grief shared by both the Americans and the Soviets, was best summed up by Samantha Ellerbee, a 16 year old native of Maine. "It hurt so much to see them go. My eyes are filling with tears right now. The scariest thing to think about is that it is very unlikely that I will ever see them again. I have to keep in my heart their smiles, their hugs, their gifts, and most importantly how they touched my heart."

Before we left the Soviet Union, each of us stayed for four days in Moscow with a host family. After the first night with our Soviet families, every American was overflowing with stories of the immense and delicious dinners, wonderful souvenirs, and kindness and caring of which they had partaken. The American contingents took tours of Red Square, the Kremlin, Zagorsk, the birthplace of Russian Orthodox Christianity, and rode the magnificent and legendary Moscow Metro, descending the 1/2 mile long escalator to the breathtaking station filled with chandeliers and marble pillars. It was enough to make any regular MBTA rider weep with joy. We also had the opportunity to do some shopping where we ran into the ever present lines that seem to characterize Russia.

Hopefully more and longer exchanges like this one can be made in the future. This experience helps break down the barriers of fear, mistrust, and ignorance that keep the USA and the USSR from attaining real peace.

GUINEY SPEAKS OUT

Defarge Society

by Vivian Towe

Once again, Boston Latin School is well into a new school year and along with the year comes our new class officers. President Anne Guiney granted the Argo time out of her busy schedule for an interview to get the inside story on what we can look forward to this year.

Anne's prime directive for the year is to make it interesting, as well as fun. In a meeting with the class government, they discussed plans on having many parties this year with different themes (Hawaiian, wear-only-red-and-green Christmas party, etc...). Unfortunately, our usual party location, Vanderbilt Hall is under construction. However, Anne feels that this will give us a chance to try different places this year.

Also, because there are five Senior trips this year (Cancun, Bermuda, the Bahamas, Jamaica, and Florida), the student government hopes to have one trip in which the whole Senior class will go on, possibly a Senior ski trip. They also want to have barbecues or picnics or other outings that won't cost people too much money.

The student government has plans to open up a store that will be run by Desmond Lavell of Class Committee. The store is not in effect yet, but hopefully they'll soon be selling sweatshirts, bumper stickers, cards, and possibly boxer shorts with "Sumus Primi" printed in large letters on the back.

Anne was working on some important problems going on, the foremost being the parking for Seniors. The school has obtained permission to use the parking lot at English High School.

Finally, Anne adds that she welcomes all suggestions that anyone might have and that she plans to put a suggestion box in the front lobby soon. She has already received some ideas for reinstating Senior milk line and also Senior bulletin board and is open to any other ideas.

In closing, the Argo wants to congratulate all the officers and we wish them luck for the remainder of the year.

by Elizabeth Glater

Peek into room 206 on a Wednesday afternoon and you won't find the usual Boston Latin School academic atmosphere. School books are put aside as students bend over their knitting. Welcome to a meeting of the Defarge Society!

The Defarge Society is a fun new club organized this fall. The Society is named after Madame Defarge, a famous knitter in Dicken's Tale of Two Cities.

The Defarge Society's first project is knitting a wool afghan to give to charity. Members are knitting four inch squares which they will eventually



sew together. (The Society would appreciate donations of wool yarn; see Ms. Craddock in room 206.) The Defarge Society has a lot of ideas for future projects, including knitting scarves, sweaters, mittens, and hats, weaving, learning calligraphy and how to do crewel work.

The Society has over twenty members who find the club fun and exciting. When asked what she liked about the club, Toni Eng said, "It keeps an old art alive in young people." When another member was asked, she said, "Uh-oh, I screwed up," referring to her knitting. Yet another member said the Society was a "creative way to express yourself." Several members said the club was "relaxing" and "a good way to catch up on all the gossip." Another girl felt it was a good use of her time "to learn skills she could use later." The club advisor, Ms. Craddock of the art department, said, "The reality of experience is the basis of all creativity."

The officers of the Defarge Society are: Elizabeth Glater, president; Huong Le, vice-president; Thien Lieu, secretary; and Sunny Tom, treasurer.

... SAT

You can still catch up.

Introducing the only, the original, Stanley H. Kaplan SAT Prep Express™, the new course that covers it all in less time. For those students who decide to make every last minute count, this essential SAT test prep takes you straight to the point.

Call now, before our SAT Prep Express™ passes you by.

STANLEY H. KAPLAN
Take Kaplan Or Take Your Chances

Special Vacation Schedule Available.
Classes begin 12/16. Call today!
(617) 964-TEST

finding an ice cream vendor has to start all over again. This is what is causing the delay in getting ice cream. The contract takes at least two months to be completed.

This is the process: There is a contract for each food category. These contracts list all the requirements necessary. A date is set when all bids on the contract must be made by. (A bid is the price for which a company will provide the food item.) Unless some reason presents itself not to, the lowest bidder gets the contract and delivers the food.

These contracts are for the whole Boston Public School System, not just B.L.S. This particular ice cream contract is for 32 of the 115 schools in Boston.

The process for the ice cream contract is just now in the final stages of being approved by various people. If it is okayed, then we should have ice cream very soon. So dig in!

NOTE: There were many things that I learned in writing this article. Although I couldn't mention all of them, there is one that I am going to mention. There are hundreds of people that work very hard each day so that we can have good food. They care about what we eat. The food has to be safe and nutritious. There are all kinds of laws regulating what food can be purchased, including a city law that says food can't be purchased from companies in South Africa due to Apartheid. These people do this because of us. They deserve a thank you. Thank you!

Editor's Note:
This article was written before the ice cream returned.

I scream, You scream, We all
scream, for ICE CREAM

by: Hilary Krieger

All right, here's the scoop. Actually, there is no scoop--of ice cream that is. That's the problem. There's no ice cream. Hundreds of students stand in line each day waiting to buy desert. And the only choice is cookies so...what happened to the ice cream?

I started by asking Mrs. Kelly, the Assistant Head Master, Claire Perry, the Head of the Cafeteria, and Pat Macleod, a staff member of the cafeteria, what had happened. I learned that the company which was going to supply the ice cream for this year had gone out of business over the summer.

Two other people, Tami Cline and Patty McCarthy, who work for the Boston Department of Food Services for the Boston Public School System, were very helpful and told me the rest of the story. Here is what they said:

"The ice cream vendor who bought the contract for selling ice cream went out of business." This means that the process for

NEW TEACHERS

Mrs. Hantout

by Lisa McCullough

One of the new teachers at Latin School is Mrs. Mary Alice Hantout. She has been teaching for twenty-one years. Mrs. Hantout teaches French and Spanish, mostly to freshmen students, but says that she has no particular grade preference. Because Mrs. Hantout has spent twenty of her years teaching at Jamaica Plain High, she was "devastated" by the handling of her school closing. Mrs. Hantout received a fellowship from Harvard in order to take courses part-time to receive a Certificate of Advanced Study. The demands of this course and the teaching of the students here at Latin, have been demanding adjustments. Because of these adjustments, Mrs. Hantout hasn't had the time to get involved in the activities of the school, from planning trips, to helping with the senior class prom. Although Mrs. Hantout loves Latin School, she says that there aren't as many resources, such as tables, filing cabinets, and mimeo machines that work, as there were at her other school. Even though there may be a lack of resources here at Latin, there is no question in her mind that Latin is a great place to be working. She said that the students are fantastic and far more serious minded. She also stated that the faculty here has been tremendous in making her feel welcome and comfortable. We believe that Mrs. Hantout is a valuable addition to our staff at Latin School.

Mr. LaCroix

by Nonny Inthasomsack

Some students, who are accepted to one of Boston's examination schools, feel both very excited and confident, knowing its importance. While others are too shock to feel or think at all. But how will a new faculty feel about being a part of Boston Latin School?

Let us welcome Mr. LaCroix. He is replacing our late Mr. Durante as the new head of the mathematical department. Mr. LaCroix, having attended Milton High School, never experienced the life as a Boston Latin School student. Nevertheless, he is thrilled to be a part of Boston Latin School.

In the previous years, Mr. LaCroix was a math competitor with Boston Latin School. He had been head of the mathematical department at Dorchester High School in 1979. Later, in 1986, he was transferred to English High School where he was head of the mathematical department until June of 1989. Although these schools do not have the reputation of Boston Latin School, he is proud to have been a part of them and to have assisted students with their education. He is especially proud when he sees his students do as well as Boston Latin School students in math competitions.

Like some of the teachers at Boston Latin School, Mr. LaCroix teaches evening classes at Northeastern University. There he became acquainted with several of the Boston Latin School teachers. He was recommended for the position as head of the mathematical department by Mr. Salvucci who is leaving Boston Latin School to

Mr. Fernandes

by Sam Martland

The newest science teacher here at Boston Latin School is Mr. Fernandez. When the Argo went to interview him in the physics lab a few weeks ago, he was getting a demonstration ready for the next day's Physics classes. A feather and a coin were supposed to fall at the same rate inside a glass cauum tube, but the feather had gotten stuck and refused to fall at all. He was working on this as the Argo talked with him.

Mr. Fernandez grew up in New York and northern New Jersey. He came to Boston to go to MIT, but he decided to stay after graduation because he found it easier to live and work here. The pace of life, he says, is less stressed, and simpler.

Before coming to BLS, Mr. Fernandez worked at several Boston high schools as a special counselor for Hispanic issues. Here he teaches two classes of Physics I and three of Earth Science. He likes the atmosphere here, since the students and parents are more motivated towards education than in other schools. He also said, "I'm getting to understand the personality of the school; it reminds me a little bit of MIT."

According to Mr. Fernandez, "people in America should preserve their cultures and share parts of them with each other." Along those lines, he would be interested in seeing a stronger Hispanic cultural society, or perhaps a society of linguistic minorities. He is presently working with MASSPEP, and would be interested in other clubs of that type.



Language Lab

by Doris and Amy Wong

The language lab which is located on the basement level was the generous gift of Boston Latin School graduate Marshall Cogan, class of 1955. It was officially open the day after Columbus Day, October 10th. Upon interviewing Ms. Woodward, the head of the Foreign Language Department, the Argo has found this state of the art facility worth \$100,000. For obvious reasons, gum, food, and drinks are not permitted in the lab.

This facility enables the teachers to evaluate students, monitor their progress, have group discussions and show educational films. The teacher controls the lab and conducts the class with the aid of a computer. It is open to both lower and upper classmen. But in order to be admitted, they must be accompanied by their subject teachers.

The results of a survey were that students found the lab to be useful in aiding their skills,

especially in pronunciation. There are some complaints due to the lack of ventilation and the acoustics of the lab. Also from the survey, students were aware of the fact that the lab existed but had no use for it. This facility will be a great aid to students in mastering their foreign languages. Being able to hear themselves, their pronunciation will be greatly improved.

The donation of such a generous gift is not

often bestowed upon a school. Therefore it is the responsibility of the students to maintain the lab in good condition.

ENGINEERING CAREER OPPORTUNITIES

by: Regina Lau

What does engineering mean? According to the Webster's Dictionary, engineering is "the putting of scientific knowledge in various branches to practical use; the planning, designing, construction, etc. of machinery, roads, bridges, etc.." But what does this actually mean? Well, thirty students went to the University of Massachusetts at Amherst to find out for themselves. Two students from Boston Latin School participated in the Engineering Career Opportunities (ECO) program at Amherst from July 23rd until August 12th. The tuition fee was \$1200, but students were able to apply for scholarships. With a scholarship, the fee was reduced to \$125. The participants included 7th through 12th graders.

Chemistry, math, computer, and English were taught by graduate students from Amherst. Our own Mrs. Wilson was the math teacher at this program. Homework was assigned nightly and the students were tested on the material each week. Besides all the work, trips were taken to visit parks in Connecticut, New Hampshire and even Massachusetts.

When given free time, students were able to spend it in whatever manner they desired. Some students spent their time doing their assignments. Students were forced to learn self-discipline, since it was up to them to do their work. This self-discipline enabled the students to learn how to prepare themselves for college.

Through this program, students learned not only about the different aspects of engineering, they learned about themselves. Their stay at Amherst also taught them about campus life and how to get along with others. When one participant was asked to describe the program, he stated, "The program, basically, was to expose potential minority engineers to the different aspects and benefits of engineering through speakers, trips, and of course, classwork." Though reluctant at first to take part in this program, he is now eager to return for a second time to Amherst. If any student wants to learn more about engineering through this program, please contact Gregory Johnson in room 104.

COLLEGE FAIR at Boston Latin School

by Harmony Woo

What happened at the college fair on October 3rd? Representatives from various colleges were sent to answer the questions of the high school students. The best schools weren't the ones who sent people with business suits and knew everything inside out, but the ones who sent people with great personalities, a positive attitude, and information.

"How to do a College Search" informed us that we should base our decision of which college to go on the academic and extracurriculum activities offered, and on our own personal attitudes and values. It also advised us to find out about the college you are considering, and find answers to questions such as:

- * What's its location?
- * What's its size?
- * What's its environment?
- * What's its cost?
- * Does it supply financial aid?
- * What are its student activities?
- * What are its athletic activities?
- * What's its social life?
- * Does it have a competitive atmosphere?
- * Is it coed?
- * Is it religious?
- * What courses does it offer?

The answers to these questions can be found in college catalogs, from college representatives, college visits, high school counselors, parents and

Cultural Exposure with MS. CHIU

by Helen Chan and Nancy Lee

Over many years, many talented artists have displayed their works at the Manchester Institute of Arts and Sciences. Well, recently, the paintings of Ms. Son Mei Chiu, a teacher of the Chinese language at Boston Latin School, were featured there.

On Thursday, October 5th, Ms. Chiu and Ms. Middleton, along with several of their students, visited the institute. There, they were introduced to the Chinese culture. Approximately thirty-one of Ms. Chiu's paintings were exhibited. Her art was mostly works of nature. Similar to traditional Chinese painters, she painted flowers, such as peonies and plum blossoms, which symbolize prosperity and good luck to the Chinese. Through Chinese paintings, the artist is not merely painting a picture but also conveying thoughts and feelings. Most of the artwork exhibited were water-based and were painted on specialized material available only in China.

Since the age of 4, Ms. Chiu had harbored a deep love for painting. At the age of 18, she became an apprentice to Professor Chao Shao-An, one of China's finest artists, for ten years. Through her artistic skills, she built for herself a re-

putation of a rising young artist. She had won various awards for her works of art. Influenced by western literature, she introduces American elements into the traditional Chinese paintings.

Of all her paintings, her largest was called the "Sunflower" which had a measure of 6'3", but her most inspiring of all was the "White Azalea". It was painted in the memory of the tragic incident that occurred at Tiananmen Square on June 4th. In addition to this, she composed a poem to show her sympathy toward the many people who perished that day.

It says:

In May:

Gaily the azalea was dancing
In crimson, purple and red,
Blooming passionately,
Jubilantly
All over the valley
I heard, far across the seas,
Students were revelling,
inquest for freedom

In June:

Tanks rumbled; bodies fell.
Flame over heavenly peace
Gallant souls consumed
The cuckoo birds cried;
Her blood, changed not to
Crimson blossoms,
But white mourning gowns,
White mourning gowns.

friends, the Higher Education Information Center, or from newspapers.

It also discussed how whether you get into a college or not may depend on what the individual college is looking for. This may be test scores, activities, recommendations, interviews, and/or essays.

(You can find out more information by calling Ann Coles, the director of HEIC, at 426-0681.)

The "Financial Aid" presentation told us that there are three types of financial aid: (1) grants, which don't have to be paid back, (2) loans, and (3) work/study, which consists of getting a part-time job on campus to help pay for the cost of college.

The financial aid you receive may increase or decrease through the four years of college depending upon whether other siblings enter college, and/or your income changes.

These two presentations and pamphlets handed out were very beneficial in learning about the various colleges and the college process.

THE SPORTS LOOK

Athletic Footwear & Apparel
298 Medford St. P.O. Box 439
Charlestown, MA 02129
(617) 242-9522

Girls' Swim Team Report

Polly O'Brien

Although the Girls' Swim Team got off to a slow start this year, it quickly overcame its losses, and with one meet left, its record stood 4:3. The losses were against Acton-Boxborough, Lincoln-Sudbury, and Wayland. Although they lost to Lincoln, it was the closest they had ever come to beating them; only losing in the last event. Many of their wins were due to the undefeated medley relay of seniors Suzi Mooney, Amy Kiley, Alicia Keenan and Michelle Joyce. Sophomores Sahra Bohannon and Amy Gwiazda also contributed to the victories.

Next season is already looking good because of the large team. This season many new swimmers were recruited, which makes the team one of the largest in the league. Although the team must bid a fond farewell to nine seniors, the Argo has faith that it will continue to win in the following year.

Lampoon

by U Jin Wong

The BLS Lampoon, the only club that dares to flirt the upper limits of comedic good taste, plans to produce three gleefully satirical issues this year. Sales in years past have been so brisk that no previous Lampoon issues can be found anywhere. If the club publishes the proposed three issues, this year will be a blockbuster year. The Lampoon has made comedy into a fine art and, this year, will continue to produce the humor that has brought a little lightness into the dreary life of the Latin School student. Subjects under discussion for the upcoming issue including teacher caricatures, political humor, school bulletin parodies and the time-honored tradition of sixie gags. The members' works comprise the body of the issue and all students with a sense of humor are welcome to join. The editors need material, so submit your pieces to the Lampoon club which meets Mondays and Thursdays, after school in room 125.



THE SWIM TEAM

Erin O'Reilly

On Saturday, November 4th, the Dual County League held its Girls' Swimming Championship. Boston Latin had a good showing. As there are several seniors graduating this year, it is encouraging to see that many talented swimmers will be returning next year.

In the 200 medley relay, Latin's B-Team Caity O'Reilly, Sarah Bohannon, Anne Guiney, and Joanna McKeigue placed 8th, while the A-Team, Suzi Mooney, Amy Kiley, Alicia Keenan, Michelle Joyce placed 2nd. The 400 yard free relay teams also did well. The B-Team had a very dramatic finish coming in a good minute before the other seven teams in its heat. The A-Team was third overall.

Among those who had outstanding individual displays were:

Jennifer Stillman: 9th in the 200 free and 15th in the 200 I.M.

Michelle Joyce: 6th in the 100 free

Joanna McKeigue: 15th in the 100 free and 17th in the 500 free

Suzi Mooney: 6th in the 100 back

Caity O'Reilly: 7th in the 100 back

Anne Guiney: 14th in the 100 fly

Courtney Dahl: 12th in the 500 free

Jill O'Malley: who was the top Latin finisher in the 50 free

Kara Chalmers: who placed 16th in the 1 meter diving

Obviously, it is impossible to acknowledge everyone, but this is not to take away from the hard work put in by the entire team.

The South Sectional Swimming Championship was held November 10th and 11th. Qualifying for this meet were senior Captains Suzi Mooney, Amy Kiley, Alicia Keenan, and Michelle Joyce; sophomores Sarah Bohannon, and Joanna McKeigue; and sixie Caity O'Reilly.

Swimming individually were Michelle Joyce in the 50 and 100 free, Suzi Mooney in the 100 back, Sarah Bohannon and Amy Kiley in the 100 breast, Caity O'Reilly in the 100 back, and Alicia Keenan who was a finalist in both the 100 breast and the 50 free.

Suzi Mooney, Caity O'Reilly, Joanna McKeigue and Sarah Bohannon competed in the 400 free relay. The senior medley

relay placed fifth overall.

Note:

Congratulations to Suzi Mooney, Amy Kiley, Alicia Keenan and Michelle Joyce for being named League All-Stars.

Special congratulations go out to Caity O'Reilly, who was one of only two seventh graders to compete in the sectionals. Caity has had a spectacular first year and will definitely play a key role in upcoming years.

BLS COMPUTER TEAM

Sally Chin and Diemanh Nguyen

The Boston Latin School computer club has existed at Latin for more than twenty years. This year a computer team headed by Mr. Ordway has been created for sophomores, juniors, and seniors. The team meets from October to the end of May. Approximately thirty people have signed up. The team is a mixture of seriousness and fun, depending upon one's concept of fun. Competing against other schools, testing the skills one has gained, is one of the many benefits that one receives from being on the team.

Anyone can join the team as long as they sign up and actively participate. One does not have to be taking computers in order to be on the team. Anyone can join as long as they have the time, an interest in computers, and some basic knowledge of Basic or Pascal. There is no time limit in which to do the programs because they are done at home. Although there are no team captains yet, they will be assigned soon. The responsibility of the captains is to organize the meetings.

The team meets every other Tuesday after school and each meeting is about one half hour long. As the competition dates approach, the meetings will be more numerous. The members review sample questions from the past to help them prepare for the upcoming meets.

There are several competitions that the team will attend: the four American Computer Science League contests in December, January, February, and March; the All-Star Contest in May in New Jersey; the Invitational

Contest also in May; the City-Wide team and individual competitions in February or March; another team contest at Wentworth in the spring; and a competition sponsored by the University of Wisconsin also some time in the spring. A series of questions related to computer science will be asked and there will be programs to write for problem-solving. Everyone takes part in the ACSL competitions and depending on how well one does, one will be selected for other competitions.

There is also a computer club (which is the junior division), headed by Mr. Radden, for classes VI, V, and IV. It deals with the same topics as the senior division, but with slightly less difficulty. The computer club helps the younger students prepare for the computer team.

Universal Peer Discussion Group

by Sam Martland

The Universal Peer Discussion Group is looking forward to a third year. Guest speakers, field trips, special projects, and semi-formal debates on issues such as abortion, the death penalty, foreign policy, courts in sports, and school problems are all planned, according to Acting President Bob Doherty. The UPDG was founded two years ago by Lucia Colombaro, who wanted a club that would help its members understand issues concerning young people by talking them over together. Members try to figure out where they stand on various points. If the whole club agrees on an issue, it will take action, but there is no "party line". Last year on election day, for example, members worked the polls for public education without supporting any candidate. Members have also gone to political rallies on one side or the other, but without the other members necessarily agreeing with their views. In short, the club is an open forum for airing your views about whatever is on your mind, and hearing the response.

The group meets every Wednesday afternoon in Room 117. New members are welcome; 7th and 8th graders especially are encouraged to join. If you have an opinion on one issue or many, or if you just want to hear other people's, come on down.

SEASON'S GREETINGS

MERRY-CHRISTMASANDHAPPY
CHANUKAHTOEVERYONEINTHE
SCHOOL
FROM:NEVA SHICKS

JOSE
MIA'S WATCHING YOU!
JUST KIDDING!MERRY XMAS
HONEY! GUESS WHO?

KAYBEE: IT WAS FROM HERE
TO HERE! YOU'RE JUST A CAKE
BAKER,COOKBOOK,CHRIS
BROWN LOVER! MERRY XMAS!CB

TO DAVE:HOPE SANTA'S GOOD
TO U!MERRY XMAS TO ALEX
AND GUNT HER 2.STOP BLEACH
ING YOUR HAIR! COOKIE

ANGIEPASCALCHRISPOLLYDEB
NIKKIMICHELEYAIAHEATHEROB
JOELBENJYANHFRIEDAGREGGEO
ROHJGEJESS-TAKECARE!OKE

TO DEBBIE -
HEY IS THAT FREEDOM ROCK?
TURN IT UP DUDE!!
FROM BETHY

TO: CHRIS THE MAN
THANKS FOR THE MOVIES
REALLY!
OKE

MERRY CHRISTMAS TO MELLO,
SEAN G,LISA,JUDY,JENNY,MY
PARTNER TARA,VAN,AND
KERRI-ANN FROM DEREK

C.B.- -PANT-...-BREATHE-..
..MERRY-X-MAS!*I'M-STILL*
WATCHING*YOU!***-FROM*THE*
*WEIRD*GUY*IN*RUGGLES****

HEY VIV HOW YA DOIN?
MERRY XMAS DON'T JUMP OUT
IN FRONT OF ANY MOVING
BUSES! KYRI

HI KYRI
DON'T GET HIT BY ANY
MOVING TRUCKS
VIVIAN

HEY DEBBS,SHONA,KAREN,
KELLY,NIKKI,AND ALL THE
REST OF YOU COOL DUDES!
MERRY XMAS! KYRI

TO MELISSA, DEREK, JESS,
AND CLAUDIA: MERRY
CHRISTMAS: LOVE ALWAYS,
LISA

TO: MR.HABESTROH
HAVE A MERRY X-MAS AND
A HAPPY NEW YEAR!
-ANOTHER LEFT-HANDER

TO: MR.ORDWAY
HAVE A MERRY XMAS AND
A HAPPY NEW YEAR!
-ANOTHER LEFT-HANDER

TO ALL MY FRIENDS IN THE
OLD 209: MERRY CHRISTMAS!
I WILL ALWAYS CHERISH
THE MEMORIES! LISA

TO MIKE R,
YOU WANT FRIES.
LOVE,
LAURA&TWEET

TO LAURA G.
LAY OFF MY STOCKINGS.
LOSER.
TWEET

MERRY CHRISTMAS TO:PAM
LATEZSHA,SAM,EMMA,BETH,
EMIA,FRANCIS,AND THE REST
OF MY FRIENDS FROM ANGIE

MERRY CHRISTMAS! KATH AL
MAUREEN JILL KRISTEN HENK
ADRIENNE CHRISTINE SUE KT
IRENE AMY FROM SARAH R

TOSHARADMIKEGORDONJOHNROB
FLY US TO THE MOON
LOVE,
TWEETY & LAURA

HI GEORGE K!
HOPE YOU HAVE A MERRY
CHRISTMAS AND A GREAT NEW
YEAR!

TO ARETI,CHRISTINE,ELISA,
LISA.MICHELE,AND ERIN
MERRY CHRISTMAS AND HAPPY
NEW YEAR! LOVE,ATHENA

DEAR GRANDMA AND AUNT
VASSO,
MERRY CHRISTMAS AND
HAPPY NEW YEAR! ARETI

TO ROB:
HEY, ROB-
YOU MOVE US!
V&L

DEAR MOM AND DAD,
MERRY CHRISTMAS AND
BEST WISHES FOR THE NEW
YEAR! ARETI

JOSIE,
HELLO HONEY! MERRY
CHRISTMAS! THIS IS YOUR
PRESENT.THIS IS IT JW

HI GENE,CYN,CHAR,FRIESA,E
R,M&M,LUZ,NIG,JOHN,OKE&AL
L MY FRIENDS-MAY GOD BLES
S ALL OF YOU LOVE CHRIS Z

TO CAST OF ARSENIC
YOU GUYS WERE GREAT!
I LOVE YOU ALL!
LOVE ELAINE

TINA & CHRIS
THE BEST OF WISHES TO
THE BOTH OF YOU FOR THE
HOLIDAYS AND THE NEW YEAR

TO MATT BILL GERRY BOB
KEV PETE RICH GEOFF JOE
JIM MARK, AND ALL THE REST
MERRY X-MAS DUTCH

TO: THE PEP SQUAD
WE GOT CRAZY CLOUT.WORD!
GOD BLESS!HAPPY HOLIDAYS!
FROM:TOSHIBA

TO THE ARSENIC CAST-WE MA
DE IT!ISNT IT WONDERFUL?
MERRY XMAS!
FROM MADAME DIRECTOR

TO ALL MY FRIENDS- YOU
KNOW WHO YOU ARE- HAVE A
MERRY X-MAS ANS A HAPPY
NEW YEAR.YOUR BUD-MICHELE

TO CURI
WHERE'S THAT BROOM?!?
MERRY XMAS!!
FROM BETH

DEAR CHRISTINE,LISA,AND
MICHELE,
MERRY CHRISTMAS AND
HAPPY NEW YEAR! ARETI

HEY MICHELE! CAN YOU
BELIEVE THE PRESIDENT
LOVES ME?! MERRY X-MAS
FROM THE FIRST LADY!

DEAR ATHENA,ERIN,AND
ELISA,
MERRY CHRISTMAS AND
HAPPY NEW YEAR! ARETI

MERRY CHRISTMAS CHRIS
I'M GLAD YOU'RE HOME!
I'VE MISSED YOU. LOVE YA!
CHRISTINA

* TO: EVERYBODY I KNOW *
* MERRY CHRISTMAS! *
***** -DAVE AKESON ****

HAVE A MERRY CHRISTMAS
ATHENA!
-CHRISTINE

DEAR CHRIST,GEORGE,AND
NICK,MERRY CHRISTMAS &
HAPPY NEW YEAR! YOUR SIS,
ARETI

TO A-N-D
WHATCHA GOT,A BUG UP
YOUR ---? YOURS TRULY
MERRY CHRISTMAS!

TO:LW IN 118
MERRY X-MAS FROM GIRLS
WHO MADE YOUR BUTT FAMOUS

HOLIDAY GREETINGS
TO KIKA &NUSI
FROM POOPS & NELI
HAPPY NEW YEAR

TWEETY
I BOUGHT ONE,HAPPY?

LARS

TO YOU,
GREAT MINDS THINK ALIKE
AND SO DO BEST FRIENDS!
MERRY CHRISTMAS - ME

TO NIGE:WE ARE ON OUR
LAST LIMBS.PLEASE HELP US
FROM:THOR,APHRODITE AND
ULYSSES

YO!TO:LIZ,DIANE,ROSA,MAGS
,MATTHEW,RAY,TARSHA,KENT,
LAKEYSHA,PAUL,BETTY+BRIAN
HAPPY XMAS LOVE,IVY

MABLE-MY ONE AND ONLY
WATCH OUT FOR MISTLETOES
OVERHEAD! DON'T WANT TO
BE KISSED BY ANY STRANGER

TO:LISA SILLY,MICHELE
F.,JUDY C. MERRY X-MAS!-
KEEP UP 1,2,3 - WE'LL
MISS YOU! -VOLLEYBALL T.

CAITY:CONGRATULATIONS ON
HAVING AN AWESOME
SWIMMING SEASON- YOU
LITTLE SIXIE!! FROM ERIN

MERRY CHRISTMAS TO EMILY
TOM CHERIS WONG NANCY
KWAN STEPHANIE JUDY AND
KAREN TSANG SUSANNA POON

TEDDY BEAR, MERRY X-MAS &
HAPPY BIRTHDAY! REMEMBER,
I LOVE YOU VERY MUCH!!
LOVE ALWAYS.YOUR BABY DOLL

TO: THE POSSE
MAY GOD BLESS AND KEEP
YOU ALL!HAPPY HOLIDAYS!
LOVE YOU! FROM:TOSHIBA

TO:SIN YAN
HAVE A MERRY MERRY
CHRISTMAS&HAPPY NEW YEAR!
LOVE,FANNIE

TO COREY-YOURE A DOODYHEA
D&A CHEESEBALL!MERRY XMAS
&HAPPY BIRTHDAY,TOO!
FROM-"SCOOTER"

TO BINKLEY-
MENEMENEMENEMENEMENE!!!!
(OH YEAH MERRY XMAS TOO!)
FROM-MILO

K.ANDERSON MY CUZ
FROM WALLIE TO FISHIES
BK CREW TO FENWAY WE ARE
TOGETHER LOVE YA SBENZIE

TO KAM CAM MISSIE ZIP
HOHO BEST BUDS FOREVER!!
MISSISSIPPI'S RULE
MERRY XMAS LOVE SHEL

TO REGINA-
IT WAS A LONG, HARD
TRIAL BUT WE MADE IT.
THANX MR.FLYNN -MICHELE

C.B.-HAVE A X-MAS THAT'S
A 20! WISHING YOU ALL THE
CHICKEN SALAD U CAN EAT!!
-YOU ANCHORMAN,BILL HURT

HI LAURA,
YOU MOVE ME. YOU WANT
FRIES. YOU LIGHT MY
LIFE. TWEETY

HEY TWEET! LIKE HAVE A
GROOVY X-MAS, DUDE! O.K.?
BYEEEEE!
-MOI!

HI ANGELA, ARETI, AND
ATHENA.

-CHRISTINE

TO ALL MY FRIENDS
MERRY CHRISTMAS & BEST
OF LUCK IN THE COMING
YEAR LOVE LESLIE

TO GK IN 123
I LUV YOUR BOD, YOUR
MUSTACHE DRIVES ME WILD
TAKE ME I'M YOURS LEAD

BETH AND BETH
YOU'VE GOT YOUR CANDY
NO MORE TERRORIST TACTICS
OK? SHOW CHOIR MAN

MICHELE: I HAVE NOTHING TO
SAY, BUT I WANTED TO GIVE
U AN EVEN \$. THANKS FOR
PUTTING UP W/ME. LUV YA!!

TO SCOOTER
I'M A DOUBLE-DIGIT
MIDGET! SFA RULES!!!
LOVE, CORKY

PANDA
DOES THIS MEAN YOU WON'T
GO TO THE PROM WITH ME?
MERRY XMAS!

TO NON, MIL, KT, HOLLY,
THANKS FOR ALL THE HELP.
YOU GUYS ARE THE BEST!!
LOVE, REGINA

TO: THE PEP SQUAD
WE WERE HYPE IN '89
WE'LL BE BETTER COME
JANUARY: PEACE! TOSHIBA

HAPPY HOLIDAYS
TO ALL IN
024
LOVE MS CLAWS

TO: LISA TOM - WE JUST
WANTED TO WISH YOU THE
BEST! MERRY X-MAS!
LOVE, PANDA & TINY

THE B-MAN-GET SMALL EH?
HAVE A BULLY X-MAS! GOOD J
OB ON THE PLAY! THANKS!
FROM-B-WOMAN

TO MY HONEY,
MERRY CHRISTMAS AND A
HAPPY NEW YEAR!
LOVE SWEETIE

DEAR GG ALLIN
WHEN ARE YOU AND THE
TEXAS NAZIS GETTING BACK
TOGETHER? HCC J CUMMING

DEAR JOE ZELNICH,
MERRY CHRISTMAS AND
HAPPY NEW YEAR!
WITH LOVE

TO N-GONE-HOME
YOU'RE THE BEST MEILLEURE
AMIE THAT ONE CAN EVER
ASK FOR. REG

MICHELE AND MR. FLYNN
MERRY CHRISTMAS AND A
HAPPY NEW YEAR! WE'RE
FINALLY DONE!!! REGINA

LOOK FOR:
BOSTON LATIN TECHNOTES,
BENTLEY COLLEGE, AND SOCCER
REVIEW
IN THE NEXT ISSUE OF THE ARGO.



Before Caleb Hurtt began launching Titans, he studied engineering at Stevens.

It took a visionary president like Caleb Hurtt to lead Martin Marietta's participation in America's exploration of space. And it took a group of visionaries like Stevens instructors to bring Hurtt to his full potential. With a Stevens education there's no limit to what you can do.

It's no coincidence that many of our graduates go on to become leaders and innovators in their fields.

The proven degree programs in engineering, science,

computer science, management and the humanities will bring out your full potential as a leader in solving real-world problems.

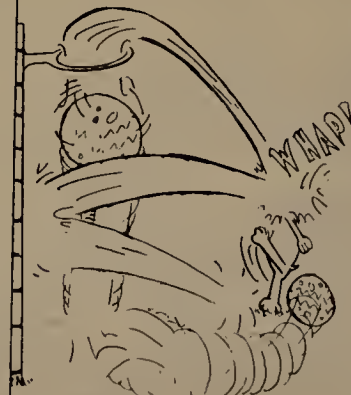
But before you can lead, you must take the lead in applying to Stevens.

Call 800-458-LEAD.
Then let's see how far you can go.

STEVENS

FOLLOW THE LEADERS.

SPOT



THE END?

By William Coyle



A R G O

March 1990

BOSTON LATIN SCHOOL

Volume XIX NO. 2

Commentary on the Homeless by John Hanlon

There is a great dilemma in America today. The problem that must be solved concerns homelessness.

Hundreds of Americans stereotype homeless people as drug addicts and alcoholics. In reality, not all are like this. On the contrary, they may have been respectable people, who at one time lived prosperously. True, some of the homeless do use drugs and even more are alcoholics, but these people were formerly better off. Yet, this is barely even half the story. There are many people living on the streets who probably have never had a drop of liquor in their life. Also, there is a multitude of homeless children, living either with their families or even by themselves. Occasionally, as a source of survival, these female children may even be driven into prostitution. So the next time you see a homeless man, woman, or child, don't thank God that you aren't one of them, but pray that you don't become one. As frightening as it may sound, it may happen to you at any given time.

The majority of the public believes that the homeless are people who ran away, didn't care about life, or ruined their own lives by drinking or doing drugs. However, this belief is wrong. Most of the homeless were merely rejected one too many by society. There was no where to go but the streets. Some once had good jobs, but unfortunately were laid off or fired. Others might have lost their homes in fires.

Some of the homeless persons may have been veterans who fought bitterly in Korea or Vietnam. Should their reward for risking their lives for

their country be to be neglected and forced to live on the streets? John F. Kennedy once said, "Ask not what your country can do for you, but what you can do for your country." However, don't you think that their country can do more for those who only have thin cardboard boxes and a few newspapers as their shelter than to honor them at their funerals?

Of course there are some alcoholics and drug users who have become homeless because of these addictions, but is high society free from alcoholics and drug users? Should the homeless therefore always remain without a place to call home? Everyday I pass by several good-size buildings which have been unoccupied for years. Usually there buildings, and others like them, are converted into condominiums. Why doesn't someone with authority try to move a population of the homeless, who aren't already in shelters, into these potential homes? Fund-raisers could be held to support the maintenance of these buildings. This would greatly reduce the number of homeless people.

To prevent homelessness, one must be aware of the problem that are being faced. If no one will help stop this dilemma, it will only continue to grow. Learn what you can do to help stop homelessness in our society.



Mrs Ricci's Legacy by Polly O'Brien

Although Mrs. Ricci passed away last year, she has left a lasting impression and continuation to the school. Mrs. Ricci was the first woman teacher to come to Boston Latin School. "She was very dedicated to the Latin students and their education," said Mr. Waldron. She was an accomplished artist and has had her paintings exhibited at the Boston Atheneum. Her dedication to Boston Latin School was tremendous, as was her sense of tradition, which is still living at Latin School. She has left a very unusual legacy. She has left, in Mr. Waldron's possession, an incomplete set of Register magazines. The way Mrs. Ricci came into the possession of old issues of our school's literary magazines is extremely strange. Mr. Waldron said that Mrs. Ricci, about

fifteen years ago, while she was leaving, noticed a stack of piled up books. On a second look, she realized that they were back issues of the Latin School magazines. She kept these books and before she died, she requested that Mr. Waldron give the books to Latin School. However, there was a condition. They had to be placed on exhibit in the library in an unlocked glass case, in order for students to be able to look at them. This is requested because, as Mr. Waldron had said, Mrs. Ricci was dedicated to both student's education and to tradition. Mr. Waldron is currently looking for old back issues of the Register to form a complete set. If you have any old issues, you can give them to Mr. Waldron in 123.

A New Course? by Sarah Whipple

The suggested geography program for Boston Latin's seventh grade students is a good idea. However, in order to accommodate for this addition to the class VI curriculum, a course must be dropped.

Many high school students today throughout the nation are lacking basic geographical knowledge. We are lacking the knowledge which previous generations have been taught. I am astonished by how much my grandparents know concerning geography. I doubt that I could even boast of being able to list the fifty states in my own country. Never could I even begin to identify all existing countries in other areas of the world.

Would it not be possible to eliminate a few of the many studies, and in addition, reduce the reading course to two or three periods a week? This seems like a reasonable solution since students are not losing a course, but gaining a needed course.

I think an introductory geography course is necessary in our school. There is so much we need to learn about all countries; starting with our own.

Questioning the System by Tezeta Tulloch

Editor-In-Chief

Michele McCullough

Assistant Editor

Regina Lau

Business Manager

Ann Leahy

Faculty Advisor

Malcolm Flynn

Staff

Melissa Alosso
Colleen Breen
Helen Chan
Jennifer Chan
Sally Chin
Trinh Dang
Stacie DeWitt
Beth Dunfey
Tina Duong
Frannie M. Fong
Monbill Fung
Elizabeth Glater
John Hanlon
Maia Hansen
Romea Hensley
Danielle Holland
Theodore Hunt
Nonny Inthasomsack
Sin Yan Law
Holly Lung
Jennifer Lee
Karen Lee
Nancy Lee
Hillary Krieger
Sam Martlin
Lisa McCullough
Jessica MacKinnon
Irene Milonopolous
Mable Mui
Diemanh Nguyen
Rainer Paine
Polly O'Brien
Erin O'Reilly
Jeremy Schwartz
Tara Sullivan
Connie Tom
Vivian Towe
Karen Tsang
Tezeta-Tulloch
Michelle Von Euv
Kate Weldon
Sarah Whipple
Mildred Wong
U Jin Wong
Harmony Woo
Christine Zaleski

"I sing of arms and of man. Fated to be an exile, he was the first to sail from the land of Troy and reach Italy at it's Lavinian shore. He met many tribulations on his way both by land and on the ocean; high heaven willed it, for Juno was reckless and could not forget her anger. And he had also to endure great sufferings in warfare. But at last he succeeded in founding his city, and installing the gods of his race in the Latin nation, the Lords of Alba, and the proud battlements of Rome."

So begins the Aeneid of Vergil, one of the most significant and enduring works to be handed down from our Latin ancestors. It is a tale of the inevitability of Fate, the cruelty of war, and the will of a man who could not cease in his quest. These three themes were, are now, and will in the future be among man's questions about himself, his past, and his destiny.

Now the majority of students here at Boston Latin School have little or no contention with their being required to read Vergil's Aeneid, Cicero's Orations, or Caesar's Gallic Wars. The prose and poetry of the ancient Romans is, without question, a sunlit doorway which reveals a store of information on the life and culture of a people who ranked eminent in trade, art, philosophy, and science; their merits are boundless. Through the reading of these pieces, modern man gains insight into the origin of some of his own ideas about religion, music, commerce, and science; therefore the historical value of any such ancient work is priceless to our existence today.

The main objection lies though, in that we the victims of this staunch, relentless so called "classical system," are required to undergo a four year minimum (three for members of class "B"), intense study of Latin grammar! What value practical or personal, applicable or artistic may the study of Roman grammar bring to our present day lives?

The question has been asked countless times by countless students. And the answer has invariably been the same: "fifty percent of our English words are derived from Latin, so in order to develop our vocabulary to the extent suitable for Latin schol-

ars, the study of that language's grammar is essential. "-an evasive pseudo-enlightening fallacy."

First of all, the very idea of improving the vocabulary in one language by a study of the noun endings and verb tenses of another is unequivocally bizarre! Were this perhaps 350 years ago, when Latin, though rapidly dwindling, was still used as a means of literary expression, certainly its grammar should be highly regarded. The year, however, is 1990, and the only noteworthy instance in which that ancient language is still used, is in the Roman Catholic church.

Let us continue to explore whatever benefit there may be in the study of Latin grammar. As mentioned above, the main argument of the opposition is that Latin will significantly improve our vocabulary. It does not. The remarkable scores which many Latin School scholars receive on the verbal part of their college entrance examinations must not be considered a disproof of my theory. The reasons for these students' excelling are much more straightforward: they are voracious readers, well schooled in the works of Swift, Dickens, Hardy, and other such "verbaholics"; and they have a common history of excellent academic performance. Therefore, it is they, the lovers of the English language, not the Latin one, will be its victorious masters.

The tedious obstacle of translating these classics prior to discussing them would be eliminated; and both the student and teacher's time would be more profitably spent in gaining knowledge of the vast and intangible world of our fathers and forefathers.

In acknowledging the fact that the roots of English are intrinsically bound to those of the Latin, Latin teachers could be required to instruct students in some sort of preparatory classes specially geared towards improving our vocabulary. In this way, by a study of the foundation and development of English through Latin, the latter's merits could be unanimously agreed upon.

I must make one concession: In reading poetry, such as Vergil's Aeneid, it is certainly a "plus" to see his masterful manipulation of

words on a page. However, is it really worth the hours of translation to see these quickly forgotten verbal images?

Boston Latin School, since its founding in 1635, has maintained a reputation ever fixedly devoted to its tradition. In the past, it has succeeded in fulfilling its promise to produce well-rounded, well-educated individuals; and it has done so practically. Today however, in light of both technological and cultural developments, this institution must accept, with dignity, that with the passage of time there is change, and with change there is often progress. May they realize that the study of Latin grammar contributes nothing to the advancement of modern education.

Paris in Boston by Rainer Paine

On Thursday, February 1, several Boston Latin School students participated in the filming of a "French Sample" by Video Publishing Group Incorporated. These students, along with several students from the Ecole Bilingue, acted in various roles in the production of a sample film. This film may lead to the creation of a series of instructional French language videotapes.

Several scenes were filmed at various locations in Boston, such as a movie theater along the Charles River, and a park bordering Boston Harbor in Charlestown. With two film crews working separately with the groups of students, the filming was completed in approximately two and a half hours.

Should the plan of producing a series of instructional French language videotapes be adopted, the videotapes, comprised of fifteen minute segments, would be available to schools nationwide. They may even be a future addition to the French classes at Boston Latin School.

And the Winner is...

by Fannie Fong

Maybe you! Have you ever wanted to be in one of those oh-so-glamorous pageants? Come on, don't tell me you've never dreamed of being up there on the stage, the center of attention, seeing the faces of the audience intent upon you, feeling the excitement of competition, and hearing the crowd go wild with applause. Never? Never wanted to be on television, model beautiful gowns, or win great prizes - in short, be a star for the night?!! Okay, so maybe you have dreamed this so-called "impossible dream" - impossible though, only because the opportunity has never presented itself. Well, the golden opportunity appears in the Fourth Annual Miss Caribbean-American Beauty Pageant. Here you just might find "the key to your future", or simply enjoy a wonderful experience.

The pageant, a Sharon Givens production, is just like the Miss America Beauty Pageant - on a smaller scale, but nevertheless just as exciting and rewarding. Wonderful prizes and trophies will be awarded, with many fringe benefits. As in any pageant, there are of course requirements which must be met and procedures which must be followed.

The criteria for entering are not too extreme. Don't worry, you don't have to be able to do headstands or ride a unicycle and juggle at the same time. However, in order to be eligible:

- 1) You must be between the ages of 17-25
- 2) You must be single
- 3) You must be of Caribbean - American descent
- 4) You must possess a talent (play an instrument, sing, dance, drama, etc.) - The officials do screen the talent before deciding upon the eligibility of the participant.
- 5) You must have a sponsor - this is very important. The pageant is not funded by an organization or company but rather, the pageant solicits for sponsors. Therefore each contestant must have her own sponsor, who will furnish her clothing, and pay for her other expenses. The pageant will aid in locating a sponsor for each contestant.

The contestants will be judged on their beauty, charm, and talent. The categories of the pageant are swimwear, evening

gown, and a native costume from a Caribbean island. The pageant is similar to the Miss America Beauty Pageant in the manner that each finalist will be asked a question.

The contestants will be judged by a select panel of distinguished members from the fields of beauty-fashion designers, models, and editors of fashion magazines.

Out of all the contestants, five finalists will be chosen - a winner and four runner-ups. Wonderful prizes will be awarded to each. The "Caribbean - American queen" will receive a Caribbean vacation, a scholarship to a modeling school, and a chaperoned ride home from the pageant in a limousine. She will lead off the Boston Caribbean Carnival in August, attend special functions to make speeches, and be on radio/television talk shows. The runner-ups will be awarded combinations of weekend getaways, scholarships, trophies, flowers, and gift certificates. The winners for the best costume, "Miss Photogenic", and "Miss Amity" will also receive awards.

There are several benefits from participating in the pageant. Before the event, all the contestants will go on a weekend getaway. This trip will be funded by the sponsors of each contestant. All the contestants will receive training to prepare them for each event. Training will include walking classes, speech classes and talent classes. Prior to the pageant, the contestants will have the opportunity to participate in fashion shows, to attend radio talk shows, and to learn about community awareness. Besides all this, consider all the friendships that you will develop. Still unsure?

This is how to enter.

- 1) You send in an application. (see Mr. Colbert)
- 2) The pageant officials will arrange and interview with you.
- 3) After the interview, you will receive a letter, if you are selected.
- 4) All the selected will attend a meeting and will be further informed on prizes, rehearsals, and papers that need to be signed.
- 5) The officials will help the contestants find sponsors.

6) Contestants will then begin their training sessions.

7) A couple of weeks prior to the event, the contestants will go on their weekend getaway.

The Caribbean-American Beauty Pageant has been very successful in the past years. Last year, the pageant was held at the John Hancock building. It was a televised event, with more than a thousand people in the audience.

The Argo would like to thank Ms. Givens for her kindness in providing the above information. The Argo would also like to wish the pageant the greatest success, and the best of luck to each contestant. - Remember, keep smiling!!

BLS Living Arts by Beth Dunfey

The BLS Drama Club performed its annual one-act competition play for the Massachusetts High School Drama Festival on Saturday, March 3rd. This year's play was "Group House", written by Chris D'Amico, a student at Georgetown, and directed by BLS senior Holly Teichholtz.

Held at Cambridge Rindge and Latin School, the festival also included performances by Newton South High School, Somerville High School, Cambridge Rindge and Latin, Boston Latin Academy, Everett High School, and Charlestown High School. The subject of these schools' plays ranged from mock Elizabethan drama to a tribute to racial unity.

"Group House" itself provides a look into the lives of the various inhabitants of a group house, naturally enough. In doing so, the play emits a strong message about people's inability to communicate with each other and about their tendency to remain complete strangers even to those they live with.

The Drama Club, thanks to hard work from its cast and crew, particularly president Cori Lucas ('90) and stage-manager, John Largess ('90), put in an excellent performance at the festival. All-star cast awards for outstanding performances were presented to Irene Daly ('91), Ian Gold ('91) and Courtenay Kettleison ('90). Plans for the Drama Club's spring production are under way.

Mel King's Visit by Elizabeth Glater

Mel King, a professor of Urban Studies at MIT and former mayoral candidate in Boston, spoke a little about himself to Mass PEP (Massachusetts Pre-engineering Program) on Thursday, February 8th. Then Mr. King started off talking about Black History Month or, as he called it, Black Stories Month, since it wasn't only his-story, but also her-story. He described how Black History Month started, first called Negro Month and then African-American History Month.

King asked Mass PEP members to imagine that a book of honors was being made with glossy pages and fancy print and your personal biography was going to be in it. How would you feel if the book came out and your biography wasn't in it? Students' answers were "angry", "upset", and "depressed". Then he asked how you would feel if you were in the book, but others weren't? Most students said they would feel "proud, but sorry for those who were left out". The purpose of this question was to see how people felt about being left out of important matters.

This led to the discussion of segregation. Rosa Parks is most admired by Mel King because she represents the fact that an ordinary person not only preachers or politicians can protest and be heard.

He defined democracy as a system where all people are valued; based on this definition of democracy, America was not a democratic country at its beginning. As Mel King pointed out, only white males who owned property were allowed to vote. Fortunately, that was changed.

King told the students that they are lucky to attend a racially mixed school, where our most important learning comes from each other.

King ended on a hopeful note. He commented that all people may be different, but all people have one thing in common, the earth. This ought to be enough to make the countries of the world work together peacefully.

Winter Heatwave by Jennifer Chan

As one drags himself out of bed each morning at some ridiculously absurd hour, to face the bitter cold, and freezing temperatures, only to sit in English class, learning about iambic pentameters, how many times did one think, "Calgon, take me away!"? Well, it's true that the school is still standing, and not everyone received airplane tickets to Hawaii, but some of the prayers were answered in the form of the "Winter Heat Dance Party". For those that went, the enormity of its success need not be emphasized. The party was created, sponsored, set up, and catered by the Junior Prom Committee. It was hosted in our one and only school cafeteria. Thanks to the efforts of the committee members the transformation was truly incredible. School lunchroom by day, pleasure palace by night! Yes, it's hard to believe that such a miracle could happen. If it's hard to believe it now, imagine the shock of those that were actually there. Temperature rose and spirits soared as friends got together, and boogied down.

And if that was enough to make you regret staying home that night, it would be my pleasure to

introduce our fabulous D.J., Boston Latin's finest, Ray Lee. With his first rate equipment, speakers, strobe lights, and his acute and expertised selection, it was hard for anyone to submit to the "dance-phobia". He made an extra effort to play all the requests, and most of the time, saved one the trouble of asking by playing them himself. Let's not forget our very own rap group, A.+M.J. Their funky beat added to the livery of the evening. So, if one day you see them on MTV, remember here first.

As if it wasn't enough that the Junior Prom Committee sponsored this entire event, they also worked the ticket stand, coat room, and refreshment counter. Everyone can think of something better to do than spend Friday afterschool setting up, climbing on furniture, risking a leg or an arm to string up lights, and not to mention moving tables twice their size in the wee hours of the night. The Committee was established to help set up the Junior Prom, not just for themselves, but for other students as well. They deserve our gratitude and support for all their endeavors.

However, there is always a mastermind behind every operation, so it was my pleasure to interview the big honcho himself, Tim Codrington, president of the JPC. He stressed the fact that the party's success was due to the co-operation, and support of all JPC members, and the input of the guests themselves. Together, with every-one's help, the party raised about one thousand dollars, which will contribute to defray from the prom's expenses. Tim summed up that the goal of the Junior Prom Committee was to provide the most awesome junior prom at the least amount of cost. Please give a show of hands for the entire committee whose efforts hope to guarantee a successful prom, and even some fringe benefits on the side.

The JPC would like to extend their thanks to our D.J., Ray; our special guests, A. & M.J.; our chaperones: Mr. Izzo, Mr. Galivan, Mr. Keitt, Mrs. Hansel, and Mr. Sheehan; the custodians; and to Mr. Contompasis.

Another party might be coming up in the ensuing months, so keep your ears alert. For those that went to the last one, here's hoping that you'll come again. But for those others, I'd like to pose this question to you: "Who says life has to be all work, and no play?"

Party!!! by Colleen Breen

Okay, the first dance of the school year in the new cafeteria was the Halloween Masquerade Party. A lot of people showed up, if nothing else, out of curiosity to see what a cafeteria dance would be like. Overall, it was pretty successful. The yearbook made its money, and some of us even had a good time. But now, every time I walk down the corridors, I see another sign up for another dance. I don't want to complain, since we finally have somewhere to hold these functions, but it is getting a bit out of hand. Since the end of November, there has been the Halloween Party, the Luau and the Valentine Dance in the cafeteria, as well as the Mistletoe Jam and the Venus de Milo outside of school.

I believe these dances would be more successful if they were spread out over appropriate time intervals. It's true that almost every organization in the school is in need of fundraising, but surely there are other alternatives. I think it's great that we can actually decorate the cafeteria, push aside the tables and give it such a different look so that people can forget they're in school. However, these dances have been dwindling in numbers already. I just hope catastrophe doesn't result from such a great concept.

German Fogg an Afternoon of Art by Monbill Fung

The Fogg Museum, located in Harvard Square, contains a vast collection of German artwork. Their galleries are filled with works ranging from the classical style in the Baroque period to the block style of the contemporary era.

On a recent to the museum, the German club received a tour of the modern art section. The paintings exhibited that the German artists of the World War I and II era perceived America as a greatly industrialized nation. The often generic block style of the art from the time reflected this view. The most striking of these paintings was a charcoal brush rendering of the Statue of Liberty holding an electric chair and bleeding from a wound. This was painted in recollection to an execution of some radicals at the time.

It is quite worth the while to visit this museum with its wonderful collection of German art.

Monet in the 90's by Beth Dunfey

Looking for an artistic way to spend the afternoon? If so, there is an exhibition of paintings by French impressionist, Claude Monet, currently on display at the Museum of Fine Arts.

"Monet in the '90's" is a collection of series of paintings by Monet, including various studies of his famous grainstacks and poplars. Monet helped revolutionize the art world by employing different kinds of brush strokes and by focusing on the effect of light and shadow. He would paint one scene over and over at different times of the day and year, thus emphasizing the various colors, light, and shadow of the site. However, the paintings do not reflect only the passage of time, but also Monet's sense of the aesthetic and his feelings toward the natural world.

"Monet in the '90's" will continue to be on ex-

hibit at the Museum of Fine Arts until April 29, 1990. Special tickets are necessary for admission. In the regular art gallery, one can see also the largest permanent collection of Monet paintings outside of Paris. For more information concerning the exhibition, call Ticketron at (617) 720-3434.



"Watch the Birdie!" - the Badminton Club by Connie Tom

One of the new clubs this year at Boston Latin School is the Badminton Club. It is open to all students who are interested in racquet sports like badminton or to those who would like to find out about badminton.

The club will not officially start playing until early spring because of the limited gym space. Club members can play for fun or they can set up teams to compete against one another. Members are welcome to use their own equipment if they wish, but equipment will be provided. At the present time, the club is in the process of raising money. The Christmas fundraiser, Merry Messages, was successful.

Most of the meetings will be held on Friday afternoons in Room 203, but watch for more details in upcoming bulletins.

(An Interview with Orietta Barletta)

by: Twinh Thi Dang

Q: How does one get selected for the program?

A: You have to sign up with Dr. Holland who then selects about ten or twelve people. Then you fill out the application and get recommendations from teachers. Then you send them to Milton Academy. There's a big essay and a couple questions about yourself.

Q: How much is the tuition?

A: It was \$1850 but lots of people get scholarships.

Q: You attended classes from 8:00 to 12:00 everyday but what did you do after class?

A: Tuesdays and Thursdays we had activities. On the other days, we did what we wanted! You do homework and stuff, not that there was that much but you do have some. The study hours were from seven to nine. Everybody had to do their homework then. Everybody studied together in the library on campus. They had a talent show, we also had a cultural night. We got to go home on long weekends but we could stay if we wanted to. We also had field trips to the Science

Museum, the Aquarium and the Museum of Fine Arts.

Q: Is there anything else you want to share with us?

A: Classes weren't like they are at Boston Latin School. Everybody sat around in a circle and talked to each other like in a discussion class. And the teachers were always available, even after five o'clock. You can go up to them and ask questions about your homework and about writing your paper, etc... You get lots of attention. There was a teacher and a college intern.

We had college fairs. Everyday five, six, or seven schools came. You find out a lot about college information and there were college conferences and the counselors there talked about their schools. There are writing workshops for writing essays and for interviews etc... And all kids from Boston and Cambridge only got to go on this trip to different colleges like in New Hampshire for free. It was really fun there.

Note: After students have signed up for this program, Dr. Holland makes a screening. After this process, he would give the students applications and catalogs. From the catalogs, The students can select the courses they want to take.

On February 1, 1990, the BLS Computer Team competed in the Fourth Annual City-Wide Computer Team Competition at Madison Park High School. The computer team was divided into three divisions: spreadsheet, programming, and data base.

The spreadsheet team captured first place in its division. The spreadsheet team was comprised of Ray Chow, Michael Giannopoulos, Leslie See, Alfred Poon, Kent Lee, and Sally Chin. The team finished two-thirds of the problems by half time. After several members of the team were exchanged during half time, the team lost its original speed. During the whole competition, the judges' answers varied from the team's and the team lost precious time on account of the judges' inaccuracy. Nevertheless, the spreadsheet team managed to win first place.

The programming team was made up of Gregory Moore, Monbill Fung, Diemanh Nguyen, Paul Li, and Clara Hwang. The problems for the programming section were similar to those from the previous year. One member of the team said that they could've won (first place) if they had brought the

algorithms from last year's competition. The team came in second place only a few points behind first place.

The data base team was made up of four seniors and one junior. They were Vincent Bono, Matthew Pallett, Darrell Fixler, Fabio White, and Man Szeto. Before the competition started, Vincent Bono managed to get the computer to work at 33 MHz from the original 20 MHz. With this computer, the team managed to finish many problems in a short amount of time. Even though they had this advantage, The judges disliked the team's solutions and they refused to give the points to the team. Despite the fact that the computer went down several times, the team won recognition for its hard work and placed fifth overall.

Even though the computer team had no practice time prior to the competition, the team managed to do excellently in the competition.

The Argo wishes to congratulate the members of the computer team for their outstanding performance.

BLS Technotes by Monbill Fung

Although they were over two weeks late (IBM said they had lost track of the twenty-odd computers in their warehouses), and a couple were damaged (damaged monitor and keyboard), new computers have finally arrived at Boston Latin School.

The new computers in the lab on the third floor are the IBM Personal System 2 Model 30 series of computers. They are a great improvement over the old IBM PC's we have.

These new machines make use of the MicroChannel architecture technology, which has recently been growing in popularity in the computer industry. They also use 720 Kilobyte 3 1/2" diskettes, which can hold up to twice as much data as the 5 1/4" floppies most people use now. They run faster than our old PC's, use smaller disks and take up less space. And though they only use black and white monitors, the picture comes out clearer on the

screen and is easier to read.

The new LaserJet 2 printer in the computer lab is also a very recent addition to our store of technology. As the name implies, it is a laser printer, meaning that it uses a laser to place images on the paper. The LaserJet can print out a professional quality draft or finished copy of a manuscript in very little time. This makes the printer ideal for graphics applications or desktop publishing i.e. the Argo,

Register and Lampoon.

This recent rush of technology is a welcome change from last year's chaotic move from one building to another. The computer team is thrilled at having faster computers to use in their competitions.

Et tu Brute? by someone in the Argo

The Classical Club of Boston Latin has been revived this year under the direction of Mrs. Middleton. Club President, Anthony Lewin ('90) as well as the club's officers and members have all worked to

bring this year's play Julius Caesar to stage by the infamous date of the Ides of March.

During last year's renovation, a large portrait of the Julius Caesar performance of the Class of 1927 was found in the auditorium. This in-

spired the Classical Club to produce this great play again.

No student who wants to work in a Theater Arts Production is turned away. There are no funds for Theatre Arts in our school, the faculty, parents, alumni, and fel-

low students lend their support by purchasing tickets and by their help in making costumes.

At this time there are plans for an in-house performance on March 15th. More details on this are forthcoming. There will also be two nighttime performances on March 16th, 17th, and a Sunday matinee on the 18th.

Latin vs Concord Carlisle by Mable Mui

On Friday, February 9, 1990, the Boston Latin Girls' basketball team met at Concord-Carlisle to play in the Dual County League Championship. For the past three years, BLS has been League Champion. Last year the team shared the honor with Concord, their most competitive rival. Once again they met, fighting neck-to-neck for first place. As the seconds rolled away in the first quarter, Concord-Carlisle gained possession of the ball from Latin, scoring their first basket. Rosemary Powell, a sophomore, faked the opponent and, set up by team members, scored the first basket for Boston Latin. From then on it was a tight battle. With 3:40 left in the first quarter, Concord took the lead 5-3. Latin was able to regain the lead with the great

rebounding of BLS's senior center, Paulette Milne. The quarter ended 12-10 with Latin leading after a three point shot by Concord. Marianna Tedesco, a sophomore, scored the last basket off of Rosemary's foul shot rebound.

At the beginning of the second quarter, Marianna and Nicole Desharnais, senior guard, carried the lead to 16-10 but soon Concord was trailing by only a point. Boston Latin was able to hold up against Concord defensively and offensively with baskets by Rosemary, Marianna and senior guard, Nora Baston. With 28 seconds remaining, Latin players,

Nicole and Nora, dribbled the ball down the court to Paulette who made the basket, resulting in a score 29-27 Concord. Before the buzzer, Powell was able to score another basket for Latin. The second quarter ended 30-29, Latin down by only one.

Maura Kelley, sophomore forward, and Debbie Dubique, senior forward, took turns subbing for Tedesco who was in foul trouble in the third quarter. At 4:14 remaining, BLS's Coach Myers, called a time-out while the score was tied, 34-34. Both teams were battling to overcome the other. Finally, Concord broke the tie. With 2:07 remaining, Concord was leading by

three baskets, however for the rest of the quarter, Latin did not allow Concord to score. Milne and Desharnais scored the final two baskets, ending the third quarter 40-38, Concord leading.

Marianna Tedesco fouled out of the game as soon as she was put back in for the fourth quarter. Concord quickly took a seven point lead. Baston and Kelley scored two baskets, bringing Latin within three points of Concord, 45-42. The Concord team then continued, taking an eleven point lead. At 3:19 left, Milne scored a basket, despite being fouled. Latin, though only eight points behind now, was not able to catch up with Concord's lead. Concord continued bringing in baskets which Latin was not able to answer. The game ended 65-47, Concord's win.

BLS Boys' Basketball - A Winning Cause by Theodore Hunt

With two games remaining in the season, the Boston Latin Boys' Basketball team has a record 9-9. In the Dual County League, the team is in fifth place. Overall, the season has been pretty successful with some ups and downs.

The Varsity squad is led by DCL All-Stars, Jim Hunt (senior captain) and Tom Nguyen (junior). They are two of the top scorers in the league. The workhorses this year are seniors Chris Wertz and Matt Walsh. Senior Kevin Fitzgerald and sophomore Hasan Thompson back them up off the bench. Junior

guards Jim Cavaleri and Mike Warwick returned for the second half of the season, adding experience and leadership to the team. The two players who deserve some credit, but may not have been acknowledged are junior forward Jason Gallagher and senior guard Ramca Tuba. They have contributed needed points and great defensive plays in key situations.

The highlight of this year was probably winning the Canton Holiday Classic Christmas Tournament. Behind a twenty-six point performance by Tom Nguyen, the team beat Randolph in the first round. In

the finals, again with an excellent job by Tom Nguyen, who scored twenty-eight points, the team destroyed Taunton. As a result of his superb performance, Tom was named the Tournament's Most Valuable Player. Ramca was also named to the All-Tournament team.

The two most exciting wins this year were on the road against Lincoln-Sudbury and Weston. In the fourth quarter at Lincoln-Sudbury, the team was behind by nine-points, but it made a remarkable recovery and won by two, 44-42. Chris Wertz had a great game, hitting five

clutch free throws at the end to ensure the victory. The second thrilling win was when the team broke the century mark by beating Weston, 103-58. Jim Hunt scored twenty points, snatched eight rebounds, and had six assists. In that game, junior Ted Hunt scored nine points off the bench in the second half. Junior guard Richard Wason nailed the free throw which scored the all-important hundredth point.

Altogether, the Boys Varsity team has had a good season. With two games remaining, against Boston English and North Quincy. There is a good chance of finishing off the season above or at the .500 mark.

The "Other" Wolfpack by Kate Welden

There are some things that one should know about soccer at Boston Latin School, the other "Wolfpack", with cleats, but no helmets.

Unfortunately, all we hear about these teams are losing records. There is more to know -- case in point the girl's soccer.

I have been to two girl's soccer games in the past few weeks. One; BLS vs. Concord-Carlisle and one; BLS vs. Billerica. Latin was playing the leaders of the Dual County Soccer Division. Our strong defense and goalie, Tricia Lohan, kept them down to three goals each, but we couldn't get a win. There is a void in

scoring. Nevertheless, Latin is a good team. Looking at the way Latin challenges these teams defensively is proof of that.

It must be considered that Latin sports teams compete in the Dual County division, playing against suburban schools. Our teams do well against them in football and basketball, but it has been suggested that we're not evenly matched in soccer. It could be that soccer is played more in suburban elementary schools than in the city. Whatever the case may be, against the tough competition, we are somewhat at a disadvantage.

There is also not a

lot of money to give to our teams. This is due to the low budget, which is understandable, however uniforms should be provided for every active player. It is sad when players must switch jerseys as substitutions are made. It is embarrassing. The athletes of the team deserve more. I hope by next season we'll have the funds to provide this for them.

The Argo brings up these issues because the soccer teams does not get enough credit for the talent and dedication players have. These are challenges facing Latin School Soccer, now and the future.

The spirit of the

soccer team is impressive. The players joke about it sometimes, keeping up good spirits when there isn't much to cheer about. The funny thing is, they always find something to cheer about. They cheer for each player individually when they're in the game and yell in advice at every opportunity. The group of fans, however small, get right up on the sidelines and do the wave. Even after a loss, this team looks at what they did right and thinks of how they'll improve next week, next year. The Argo thinks we should be proud of these other "Wolfpack".

Asian Night

by Jennifer Lee

Asian Night took place in the BLS auditorium from seven to nine on Thursday night, March 8th, 1990, held by the Asian Culture Club. The night was filled with many cultural performances such as a fashion show, singing, folk dancing, and martial arts. Although the audience was small, everyone enjoyed themselves.

The evening began with ACC president Johnny Wu presenting an Asian Fashion Show with ACC members modelling in Chinese, Vietnamese, and Korean traditional clothing. ACC members, vice-president Mable Mui, treasurer Judy Chan, Olympia Ming, Tina Wong, Jennifer Lee, Susan Pang, Christina Yee, Fanny Wong, Josielyne Pacifico, and Koriri Cataldo modelled various Asian wear. The first four to model their long dresses also known as "chang yi" were Tina (in a peach color Chinese dress), Susan (in a yellow Vietnamese dress), Olympia (in

an aqua Vietnamese dress), and Mable (in a light blue Chinese dress). The next three models were Fanny (in a red Vietnamese outfit), Christina (in a pinkish-red Chinese dress), and Koriri (in a white and neon green Korean dress), who were all carrying wooden umbrellas.

The next set of three were Mable (this time in a red Vietnamese dress), Jennifer (modelling in a blue Chinese chang yi), and Olympia (now in a burgundy Chinese dress).

The third set of models were Fanny and Judy (both modelling in turquoise and champagne Chinese long dresses), and Josielyne in pink silk pajamas. (She was the only one who felt comfortable in her outfit!).

The final set of three dancers were accompanied by her Culture Institute, who showed us different Chinese folk dances such as the ribbon dance and the fan

Jennifer (in a black formal dress) with her escort William Tang, and Christina (in a peach long dress) with her escort Howie Chin.

Although there was a slight flaw at the end, all in all the modelling show went pretty well, considering that they only had thirty minutes to rehearse and that it was fairly difficult to get in and out of those dresses.

The next performers were Anna Wong, Tina Wong, Winnie Wong, and William Tang. The duet (Anna and Tina) sang two Cantonese songs. Winnie Wong sang one Chinese song by Anita Mui (Mui, Yen Fong) alone.

Finishing the performance were the singing duet again Josielyne in pink silk pajamas. (She was the only one who felt comfortable in William Tang as a stand-in. Then there were

three dancers from the Chinese Culture Institute, who showed us different Chinese folk dances such as the ribbon dance and the fan

dance. A Kung Fu exhibition by Mr. Yao Li and his Kung Fu Academy showed us various kicks such as the switch kick and the jumping-spinning back kick. It was very interesting to see that their traditional Chinese dances and martial arts did not die out.

The evening came to an end when Johnny began to sing "That's What Friends Are For" with Judy. The curtain opens with the ACC officers Mable, Daye Young, Josielyne, Anna, Tina, Winnie, Olympia, and William singing along. It was a great way to end the night seeing friends have a good time. I just want to say that considering everyone's hectic schedule, they all put in a lot of effort to make this show possible, especially Lisa Tom and William Tang who helped out tremendously with the lights and curtains.

We, the ARGO, hope that this special issue on course electives has helped those of you who had, are, or will be having difficulties in deciding what courses to take.

Special thanks to all the teachers who helped make this issue possible!



Course of Study

Class VI	English	Mathematics	English Enrichment	Latin
	Music	P.E.		
Class V	English	Latin	Ancient History	Algebra I
	French I or German I or Italian I or Spanish I	Computer	Art I	Health
				P.E.
Honors	Algebra I Honors			
Class IV	English	Biology I	Algebra II(Class IVB)	Algebra II(Class IVA)
	Latin I(Class IVB)	Latin II(Class IVA)	Physics	P.E.
	French I or German I or Italian I or Spanish I (Class IVB)	French II or German II or Italian II or Spanish II (Class IVA)		
Electives	Art II			
Honors	Biology I Honors	Algebra II Honors		
	French II Honors	Spanish II Honors		
Class III	English	Latin II(Class IVB)	Latin III(Class IVA)	Geometry
	Health	P.E.	Computer	
	French II or German II or Italian II or Spanish II (Class IVB)	French III or German III or Italian III or Spanish III (Class IVA)		
Electives	Physics I	Chemistry I	World History	Greek I
	Level I of second Modern Language	Chinese I	Global Issues	
	French I	German I	Italian I	Spanish I
Honors	English Honors	Geometry Honors	Latin Honors	Language Honors

Class II	English	Latin III(Class IVB)	Latin IV(Class IVA)	P.E.
	Algebra - Trigonometry(Class IVA)	Algebra II(Class IVB)	French III or German III or Italian III or Spanish III (Class IVB)	French IV or German IV or Italian IV or Spanish IV (Class IVA)
Electives	Physics II	Chemistry II	Biology II	United States History
	Greek I or II	Level II of second Modern Language	Chinese I or II	Global Issues
	Government AP	English A.P. Language and Composition		
Honors or Advanced Placement	English Honors	Elementary Mathematical Analysis Honors	Language Honors	Advanced Placement Latin
	United States History Honors	Computer Honors	Art Honors	
Class I	English	United States History	P.E.	
Electives	Modern European History	American Foreign Policy	Economics	
	Latin V	Greek III	Comprehensive Greek	Biology II
	Chemistry I or II	Physics I	Advanced Computer Programming	French IV,V
	Italian IV,V	German IV,V	Spanish IV,V	Chinese III
Honors or Advanced Placement	Calculus Honors	Calculus AP	English AP	Latin AP
	United States History AP	Modern European History AP	French AP	German AP
	Spanish AP	Biology AP	Physics AP	Chemistry AP
	Art AP	Music AP	Computer Programming AP	US Government AP
* For those students who did not take US History in Class II:				

History

WORLD HISTORY: *Five periods a week*
This course will be composed of four basic geographic areas: Africa, Middle East, The Far East, and Russia.

UNITED STATES HISTORY: *Five periods a week.*
This course will include a brief survey of the constitutional period and an ongoing study of the evolving constitution. Emphasis will be on cultural, social and economic trends in American History.
Those students who have not completed their U.S. History requirement must elect this course.

Global Issues
Philosophy:
Global issues is a multi-disciplinary study of current international issues. It is offered to students in class III and class II.
Objectives:
1. To develop a knowledge and understanding of:
a) major international issues
b) the social, political, economic, geographical and historical influences shaping international issues.
c) the primary countries, individuals, and organizations that influence international affairs.
d) the vocabulary needed to understand current international issues
e) concepts important to the understanding of social, political, and economic issues.
2. Development of the skills of:
interpretation, communications critical thinking, and decision making.

EUROPEAN HISTORY: *Five periods a week.*
This course will include a survey of Medieval, Renaissance and Modern History. Emphasis will be on Cultural, Social, Religious, Political, and Economic trends in European History.

ECONOMICS: *Five periods a week.*
This course is an introduction to the study of economics evenly divided between Micro and Macro economics. Both theory and practical application of economic policies will be studied to provide an awareness of the various elements which comprise economic systems. The ultimate goal is to remove much of the "mystery" which, at times, seems to surround this most crucial area of study.

ADVANCED PLACEMENT AMERICAN HISTORY: *Five periods a week.*
Enrollment in this course is restricted to those with high grades in History of English. Since the course begins after the Civil War period, summer reading on previous period is required. Subject matter will cover history to the present with particular emphasis on cultural, intellectual and diplomatic history. Considerable outside reading and term papers are required: extra sessions in the spring are necessary. All Advanced Placement pupils are required to take the A.P. examination in May.

ADVANCED PLACEMENT EUROPEAN HISTORY: *Five periods a week.*
Objectives:
This course will cover from the middle of the seventeenth century to the present and is centered around the following themes:
1. Political: Toward Egalitarian National States.
2. Intellectual: Changing concepts of Man, God, and the Universe.
3. Social and Cultural: The Rise of a Mass Urban Society.
4. Economic: The Growth of an Industrial Technology.
5. International Relations: The Emergence of World Politics.
6. Intercultural Responses: Europe and the Wider World.
Assigned readings will be diversified and all students will be required to write a term paper and will be required to take the Advanced Placement examination in May.

Advanced Placement American Government and Politics
American Government and Politics is designed to give students a critical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality.
Objectives:
Students are expected to develop the following skills and abilities:
1) knowledge of facts, concepts, and theories pertaining to American government and politics.
2) understanding of typical patterns of political processes and behaviour and their consequences.
3) analysis and interpretation of simple data that are relevant to American government and politics.
4) analysis and interpretation of subject matter through writing.

AMERICAN FOREIGN POLICY: *Five periods a week.*
Prerequisite: This course is an elective for seniors who have successfully completed courses in World History, United States History, and selected students with permission of the instructor.

This course is a survey of American diplomatic history from 1789 to the present to acquaint the students with the origin and development of significant policies, the role of the executive and legislative branches, the influence of personalities, the interaction of domestic and foreign affairs, and the importance of the media in forming public opinion and government policy.

Art

ADVANCED PLACEMENT STUDIO ART: *Five periods a week.*
This program is intended for the highly motivated students committed to serious study in Art. Previous training in Art is not necessary in order to enter the program. However, Advanced Placement work in Art requires significantly more time than any other Advanced Placement course. In place of an examination, students' Art work will be selected for evaluation by a group of artists and teachers. The work will be judged on quality, concentration, and breadth.

Music

CLASS I
ADVANCED PLACEMENT MUSIC: *Five periods a week.*
Open to seniors on a selective basis. The course presents Music History, elementary theory, and listening techniques designed to meet the needs of exceptional students of music who desire exposure to a deeper analysis of the history and the sounds that make music.

Course of Study

English

CLASS I

ADVANCED PLACEMENT ENGLISH: *Five periods a week,* plus arranged conference periods.

In Class I an Advanced Placement course exists, the aims of which are to foster in students the ability 1) to recognize and interpret general ideas and themes, 2) to appreciate the relationship between content and form through the study of selected literary works, and 3) to write clear, correct, forceful prose, primarily expository in nature.

Computer

AP Computer Science

The AP Computer Science course seeks to develop students' abilities to use computing in powerful, intelligent and reasonable ways by developing a mastery of the programming methodology, algorithms and data structures. The goals of the two year course are for the students to:

1. design and implement computer based solutions to problems
2. learn well-known algorithms and data structures
3. develop and select appropriate algorithms and data structures to solve problems
4. code fluently in a well-structured fashion using Pascal

All students completing the course are expected to take the AP examination in May.

Spanish Language AP

Advanced Placement Spanish Language is designed to perfect the student's speaking, hearing, reading and writing ability at a high level of proficiency.

Math

CLASS V

MATHEMATICS HONORS: *Five periods a week.*

A course covering more intensively the topics of the above course, but designed for students who by past high performance indicate the readiness to handle an enriched program.

CLASS IVA

MATHEMATICS HONORS: *Five periods a week.*

Aim: To promote by the study of Algebra a deeper, richer insight into the deductive development of a mathematical system and a more able, skillful manipulation in applications.

1. Expansion and intensification of the knowledge of Algebra through quadratic equations with the addition of quadratic systems, exponents, and logarithms.
2. Study of the conic curves, exponential functions, logarithms, permutations, combinations, probability, determinants and matrices.

CLASS IIIA

MATHEMATICS HONORS: *Five periods a week.*

Aim: To enable the student to master the concepts and techniques of intermediate algebra, plane, space and coordinate geometry, and circular functions.

1. Algebra: Vectors, complex numbers, arithmetic and geometric series, binomial expansions.
2. Geometry: An introduction to geometry as a mathematical system, starting with undefined terms, then definitions, postulates, and theorems proved by deduction, lines, planes, space, angle, measurement and congruence of triangles, direct and indirect proofs, geometric inequalities, perpendicular and parallel lines, similarity and proportion, circles, spheres, locus and construction, areas and volumes.
3. Trigonometry: Six trigonometric functions, angles in standard position, six circular functions, Law of Sines, Law of Cosines, equations, and identities.

CLASS IIA

MATHEMATICS HONORS: *Five periods a week.*

Aim: To have the most able students complete the normal senior mathematics course during the Junior year so that they will have the prerequisites for a course in calculus.

1. Plane trigonometry complete.
2. Advanced and selected topics in analytic geometry, solid geometry and elementary analysis.
3. Introduction to calculus and selected topics such as mathematical introduction, vectors, permutations and combinations, probability, etc. as time permits.
4. Every student is required to take the Mathematics, Level 2, Achievement Test of the College Board in May of this academic year.

CLASS I

MATHEMATICS HONORS: *Five periods a week.*

A course covering more intensively the topics in the above course, but designed for students who by past high performance indicate the readiness to handle an enriched program. Some of these students may elect to take the Advanced Placement AB Examination in May.

CLASS I

MATHEMATICS: *Five periods a week.*

Aim: To give an overview of the fundamentals of calculus to two kinds of students: first, the student who is not planning to continue in mathematics, but can appreciate the direction and role of mathematics in our society; and second, the student who is planning to continue in Calculus and other advanced courses requiring mathematics.

1. Circular Functions: Sum, difference, double-angle, and half-angle formulas and their application to identities and equations, DeMoivre's theorem, Law of Sines and Law of Cosines.
2. Analytic Geometry: Lines in plane and space, parallel and perpendicular lines, conic sections, translations and rotations.
3. Modern Algebra: Axioms for fields, complex numbers, axioms of order, the Fundamental Theorem of Algebra.
4. Elementary Analysis: Limits and continuity, and differentiation and integration with applications.
5. College Board: All students are encouraged to take the Level I or Level II Math Achievement test prior to January of their senior year.

ADVANCED PLACEMENT MATHEMATICS BC: ^{Five}~~Four~~ *periods a week.*

Aim: To give superior students a knowledge and appreciation of differential and integral calculus with heavier emphasis on theory and with a wide range of topics than in the Advanced Placement Mathematics AB.

In addition to those topics in Advanced Placement Mathematics AB, this course covers vectors, sequences and series, Taylor series and remainder, first order differential equations separable and linear, and second order differential equations linear with constant coefficients.

ADVANCED PLACEMENT MATHEMATICS AB: ^{Seven}~~Five~~ *periods a week.*

Aim: To give superior students a substantial training in differential and integral calculus with sufficient application to bring out the meaning and importance of the subject.

1. Analytic Geometry: Review and extension of the topics, rectangular and polar coordinates, equations and graphs, distance and slope, straight lines and conic sections, and parametric equations.
2. Differential Calculus: Explicit and implicit differentiation, algebraic and transcendental functions, differentials, simple differential equations, Rolle's Theorem, and Theorem of the Mean.
3. Integral Calculus: Antidifferentiation, the Fundamental Theorem of Integral Calculus, methods of integration, the Trapezoidal Rule, Simpson's Rule, areas, average value of a function, volumes, arc length, surfaces of revolution.
4. Advanced Placement Examination: All Advanced Placement students are required to take the Advanced Placement Mathematics Examination in May.

Biology

BIOLOGY: *Six periods a week.*

The major emphasis in this course is on the in-depth study of selected areas in Biology and laboratory investigation. It is designed for those students who have had a general background in the first-year Biology course and would like to continue the study. This course offers the student a chance to profit intellectually from a more specialized course.

In order to qualify for this course, it is essential that the course requirements for Chemistry I be fulfilled.

Reading for further enrichment is expected of each student. For this purpose the library and the classroom teacher provide journals, texts, and professional literature.

Where this subject becomes terminal, every student is required to take the Achievement Test of the College Entrance Examination Board.

ADVANCED PLACEMENT BIOLOGY: *Four classes and four laboratory periods a week.*

The Advanced Placement course in Biology is open to a limited number of exceptional students in Class I. Its object is to permit these students to do college level work in Biology. It stresses molecular Biology since molecular Biology is the present leading field in Biology. It also incorporates the supramolecular phases of Biology and includes a detailed study of ecology and morphology.

The laboratory work involves independent investigation by the students. Wide readings in journals and texts are a requisite.

All A.P. students are required to take the A.P. examination in May of their senior year.

Physics

PHYSICS I: *Six periods a week.*

Physics is presented as a unified developing subject providing a means of inquiring into the nature of the physical world. The fundamental ideas of time, space, and matter, the use of vectors, the nature of matter, the behavior of light, the properties of waves, Newton's law of motion, the conservation of momentum and of energy are developed in an increasingly sophisticated manner. Special films and weekly laboratory investigations are a necessary and integral part of the course. Readings in the history of Physics are assigned.

PHYSICS II: *Six periods a week.*

The concepts learned in Physics I form the basis for the continuing study of Physics at a more sophisticated level. The increased mathematical ability of the student is utilized to a greater extent in treating the more subtle concepts of electricity, magnetism, and modern Atomic Physics.

Where this subject becomes terminal, every student is required to take the Achievement Test of CEEB.

Course of Study

PHYSICS I: *Six periods a week.*

This course is identical in both content and philosophy to Physics I which is given in Class III. It is an elective for those who did not take Physics in Class III.

ADVANCED PLACEMENT PHYSICS: *Four classes and four laboratory periods a week.*

This course is open to a limited number of exceptional students in Class I, who have demonstrated their ability to pursue a college-level course in Physics. The course is designed to develop in the student an appreciation of Physics as a process of inquiry, and to provide him with a reasonable depth of understanding of certain important concepts and principles. Calculus is used in formulating physical principles and applying them to physical problems. Principles are also derived inductively from empirical observations made by the student in intensive independent laboratory investigations.

All A.P. students are required to take the A.P. examination in May of their senior year.

Chemistry

CHEMISTRY I: *Six periods a week.*

The chemical elements, their compounds, and the reactions among them are investigated in the light of fundamental principles. Basic concepts concerning the nature of matter in its various phases,

atomic structure, periodicity of the elements, and chemical bonding are introduced early in the course with many applications in the area of descriptive chemistry. Other important chemical principles such as the energy, rate, and equilibrium characteristics of chemical reactions, electron transfer in oxidation-reduction reactions, and modern acid-base theories are discussed. These principles and their applications are further investigated in student laboratory exercises. Readings in the history of Chemistry are assigned to foster an appreciation of the role of Chemistry in shaping present-day society.

CHEMISTRY II: *Six periods a week.*

The approach used in this course is much more quantitative than Chemistry I and there is a greater emphasis on problem solving. Chemical principles are more rigorously developed and mathematical applications of these principles are used extensively. Principles such as those involved in the orbital theories, nature of the chemical bond, solution chemistry, chemical kinetics and chemical equilibrium are used to draw together a considerable body of descriptive material. Great emphasis is placed on the quantitative aspect of the laboratory work. The student is trained to perceive the distinction between observation and interpretation. Where this subject becomes terminal, every student is required to take the Achievement Test of the CEEB. Articles from the chemical journals and books written by authorities in particular areas of Chemistry are required reading.

CHEMISTRY I: *Six periods a week.*

This course is identical in both content and philosophy to Chemistry I which is given in Class III. It is elective for those who did not take Chemistry in Class III.

ADVANCED PLACEMENT CHEMISTRY: *Four classes and four laboratory periods a week.*

This course is open to a limited number of exceptional students in

Class I, who have demonstrated their ability to pursue a college-level course in Chemistry. The objectives of a general Chemistry course on the college level are met by presenting descriptive material as the framework of a discussion of fundamental principles and concepts. Theoretical aspects of chemistry such as the structure of matter, kinetic theory of gases, solution chemistry, chemical kinetics, and basic concepts of thermodynamics will be given special attention. Each student must pursue intensive library research on advanced topics and carry on laboratory investigations with minimum direction from the instructor.

All A.P. students are required to take the A.P. examination in May of their senior year.

French

CLASS V

FRENCH: *Five periods a week.*

This is the beginning of a four year course which is offered for the first time in 1981-1982.

Our aim is to introduce students at an early age to the excitement of speaking in a foreign tongue, of understanding their neighbors, and of writing correctly in that tongue. Of course, correctness of spelling is insisted upon from the beginning.

The grammar will be supplemented by a workbook as soon as is feasible.

Memorization of dialogues or of important sentences is encouraged as a way of helping facility in speaking. The use of definitions is a most important tool.

CLASS IVA

FRENCH: *Five periods a week.*

This is the traditional beginners' course offered for the last time in Class IV. In 1982 this course will be offered in Class V.

Our aim is to introduce our students to the excitement of speaking a foreign tongue, of understanding their neighbors, and of writing correctly in that tongue. Of course, correctness of spelling is insisted upon from the beginning. The grammar will be supplemented by a workbook as soon as is feasible. Also, a reader will be used when appropriate.

Memorization of dialogues, or important sentences, or poems is encouraged as a way of helping facility in speaking. The use of definitions is a most important tool.

CLASS IIIA

FRENCH: *Five periods a week.*

This class begins with an intensive review of the first year's work. Special attention should be given to verbs in all their tenses.

A notebook for vocabulary is important. The teacher will choose the words for which the students are responsible.

The text has ample literary selections which can be supplemented at the choice of the teacher. There are numerous reading texts available.

Memorization of several poems is part of the course of study. These should be recited throughout the year so that they become spontaneous and thus give the students a degree of confidence in the spoken word.

CLASS IIIA

FRENCH HONORS: *Five periods a week.*

This is an enriched course limited to pupils of Class III who have earned high marks and have been recommended by their teachers.

The class is conducted in French and has multiple objectives. Traditional fundamentals of grammar are stressed, but not to the detriment of the modern language skills of reading, defining, and thinking in French. A more advanced level of reading is required than in the regular course. The students are encouraged to play an active role in their use of oral French rather than a passive, listening role. French history, politics, and cultural achievements are introduced where appropriate.

CLASS IIA

FRENCH: *Five periods a week.*

This is third year French and the year begins with a comprehensive grammar review with particular emphasis on the use of the subjunctive, pronoun objects, and on sentence structure.

Vocabulary should be enriched by the development of the pupil's own vocabulary notebook supplemented by lists available in the bookroom.

To increase facility in speaking there should be memorization of appropriate dialogues and poems, the making of definitions, and oral resumes of texts already studied.

There should be frequent composition work. These compositions need not be long but should be used to improve style, to develop the French idiomatic parlance, and to develop clarity.

An interest in French history, politics, and culture should be developed.

Those students who do not wish to continue their language studies are directed to take the CEEB examination at the end of the year.

CLASS I

FRENCH: *Five periods a week.*

1. Through January: rapid intensive grammar review; advanced vocabulary lists, difficult idioms, rapid reading and comprehension and vocabulary enrichment.

2. After January: reading of texts of literary importance, a novel or play, short stories and poetry; discussion of works read, a monthly theme, oral or written, on a topic of current interest. Optional: an end-of-term paper, of at least one thousand words, on the subject of a classical author or work or period of history.

French Language AP

Requirements: Students need to be able to listen, speak, read, as well as to write in French.

Objective: To conduct the class treating French language as a contemporary language to put students in real life situations.

Course includes:

- 1) listening to various tapes containing various dialogues and watching videotapes.
- 2) writing everyday in a journal with weekly compositions
- 3) using the language lab which includes listening and speaking French.

Course of Study

CLASS I

FRENCH: Five periods a week. Literature

The Advanced Placement program — restricted to Class I pupils with high marks in Class IIA French or high general scholastic average.

Objectives:

1. Development of listening and reading comprehension by
 - a. listening to tapes of greater than average difficulty, and to short lectures in French in class.
 - b. reading fifteen works, many of them in abridged and annotated editions, representative of great writers from the fifteenth to the early twentieth century, with a view to an enhanced knowledge of literary values and of ideas which have been influential in our civilization. (For the current year a revised reading list, somewhat shorter and more concise, has been set by the Program authorities.)
 - c. surveying, in outline, the history of French literature.
 - d. discussing in class the texts being read.
2. Development of skill in literary analysis: acquisition of a critical vocabulary, learning to analyze a poem or prose passage with respect to content and to form, one or two themes a month, written in French.

Note: Students taking the Advanced Placement course must take the AP examination in May.

German

CLASS V

GERMAN: Five periods a week.

1. Aural-oral training: German used in classroom as much as possible to train students' ears and to develop their ability to speak and understand German, dictation, memorization of several basic German dialogues, poems and songs.
2. Grammar: Oral and written practice in the forms and uses of nouns, pronouns, adjectives, articles, regular and irregular verbs. Basic texts used: *Unsere Freunde* (with workbooks and cassettes).
3. Reading: Graded German readings (Hogboldt) with emphasis on fables.

CLASS IVA

GERMAN: Five periods a week.

1. Aural-Oral Training: German used in the classroom at all times to train students' ears and to develop their ability to speak and understand German, dictation, memorization of several basic German dialogues, poems and songs.

2. Grammar: Oral and written practice in the forms and uses of nouns, pronouns, adjectives, articles, regular and irregular verbs.
3. Vocabulary: Special materials used to aid students in memorizing a greater number of German words, idioms and phrases. Basic text used: *Unsere Freunde* (with workbook and cassettes) to end, followed by *Die Welt Der Jugend* (with workbook).
4. Reading: Basic German literary and cultural readings. Sight translation.
5. Geography: Basic German geography.

CLASS IIIA

GERMAN: Five periods a week.

1. Aural-Oral Training: Use of German in class at all times.
2. Grammar: Oral and written practice in the forms and uses of the parts of speech; intensive work on the relative pronouns, use of subjunctive forms, modal auxiliaries, subordinate clauses, passive voice, reflexive and impersonal verbs. Basic text used: *Die Welt Der Jugend* (with workbook) to end.

GERMAN HONORS: Five periods a week.

A class composed of the most capable students from the previous year's German classes. Students will work from regular texts, but more will be demanded of them as they progress in the program. Students also write a paper of approximately one thousand words on a literary, historical, or cultural topic.

CLASS IIA

GERMAN HONORS: Five periods a week.

A class composed of the most capable students from the previous year's German classes. Students will work from regular texts, but more will be demanded of them as they progress in the program.

CLASS I

GERMAN: Five periods a week.

1. Language: reading of literary and non-literary texts representative of modern German prose style, discussion of such texts in German, development of writing skills with emphasis on stylistics, use of Language Laboratory.
2. Literature: selections from main figures and movements in German literature, lectures on the cultural and historical backgrounds, discussion and analysis of texts.
3. Reports: each student is expected to give at least one oral report each month on a topic or an article from current German magazines, newspapers, or on some timely issue; at the end of the year, each student also writes a paper of approximately one thousand words on a literary, historical, or cultural topic.

ADVANCED PLACEMENT GERMAN: Five periods a week.

Objectives:

The Advanced Placement course in German offers students of exceptional ability and interest in German the opportunity to perfect their reading, writing and oral skills. Literary texts will be analyzed intensively, special grammatical topics will be probed, and extensive use of audio-visual materials will be provided. It is hoped that, from this preparation, the student will develop in himself a degree of perfection and maturity in German which will enable him to pursue courses of a more advanced caliber upon entering college.

N.B. Students in the Advanced Placement Program are required to take the Advanced Placement Examination in May of their senior year.

Italian

CLASS V

ITALIAN: Five periods a week.

1. Pronunciation: Italian used as much as possible in class to produce in students the best possible Italian accent.
1. Basic grammar: Use of textbook *Oggi in Italia*. With workbook and tapes, this text provides the student with basic structures of classical Italian.
3. Reading: Graded readers in Italian.

CLASS IVA

ITALIAN: Five periods a week.

1. Ear and voice training; imitation of pure Italian sounds through listening comprehension and speaking.
2. Grammar: Use of textbook, *Basic Italian*, and Amsco Workbook, Grammar reviewed and extended.
3. Reading: Graded readers: *Carosello*.

CLASS IIIA

ITALIAN: Five periods a week.

1. Continued improvement of pronunciation.
2. Grammar: Deepened through the use of the textbook *Leggendo E Ripassando* and Amsco Workbooks.
3. Reading: *Raccontini Simpatici*; advanced readings in Italian.

CLASS IIA

ITALIAN: Five periods a week.

1. Students encouraged to speak Italian in class at all times.
2. Grammar: *Da Capo* and *Leggendo E Ripassando*.

Spanish

CLASS V

SPANISH: Five times a week.

This is the beginning of a four year course which is offered for the first time in 1981-1982.

Our aim is to introduce students at an early age to the excitement of speaking a foreign tongue, of understanding their neighbors, and of writing correctly in that tongue. Of course, correctness of spelling is insisted upon from the beginning.

The grammar will be supplemented by a workbook as soon as is feasible.

Memorization of dialogues or of important sentences is encouraged as a way of helping facility in speaking. The use of definitions is a most important tool.

CLASS IVA

SPANISH: Five times a week.

The basic text is to be covered in depth in the second year of study. Emphasis should be placed on writing and speaking. Absolute accuracy in writing is demanded, preference being given to this aspect of learning rather than to reading which will accelerate naturally during the third year of study.

The grammar will be supplemented by a workbook as soon as is feasible. Also, a reader will be used when appropriate.

Memorization of dialogues, important sentences, or poems is encouraged as a way of helping facility in speaking. The use of definitions is a most important tool.

Course of Study

CLASS IIIA

SPANISH: *Five periods a week.*

The basic text is to be covered in depth in the second year of study. Emphasis should be placed on writing and speaking. Absolute accuracy in writing is demanded, preference being given to this aspect of learning rather than to reading which will accelerate naturally during the third year of study.

There are workbooks to supplement the text. They are excellent for drilling the fundamentals.

There are several supplementary readers.

CLASS IIA

SPANISH: *Five periods a week.*

1. Students are encouraged to use Spanish in class. Textbook used to achieve greater fluency is *Conversation in Spanish*.

2. Grammar is continued with two texts: *Amsco Workbook in Spanish III* and *El Espanol al Dia, III*.

3. Reading emphasizes culture and civilization. Some texts used are: *Cuentistas des Hoy, Al Dia, III* and *Ocho Siglos des Cuentos y Narrocciones des Espana*.

4. Those students who do not wish to continue their language study are directed to take the Spanish achievement test of the CEEB at the end of the year.

CLASS IIA

SPANISH HONORS: *Five periods a week.*

The class continues the work of the previous year's Honors course. Spanish is used totally in the classroom. In addition to reading selections of advanced difficulty, students use *El Espanol Al Dia III* and *Conversation in Spanish*. Students enrolled in this course must elect Advanced Placement Spanish.

CLASS I

SPANISH: *five periods a week.*

This course stresses literature, a grammar review, and the development of a conversational vocabulary.

The basic reading texts are *Prosa di la Espana Moderna*, *Macario*, and *Literatura Moderna Hispanica*. The development of a reading vocabulary is stressed. Oral resumes in Spanish are required.

CLASS I

ADVANCED PLACEMENT SPANISH: *Five periods a week.*

The Advanced Placement course in Spanish offers students of exceptional ability and interest in Spanish the opportunity to perfect their reading, writing and oral skills. Literary texts will be analyzed intensively, special grammatical topics will be probed, and extensive use of audio-visual materials will be provided. It is to be hoped that, from this preparation, the student will develop in himself a degree of perfection and maturity in Spanish which will enable him to pursue courses for a more advanced caliber upon entering college.

N.B. Students in the Advanced Placement program are required to take the Advanced Placement examination in May of their Senior year.

Greek

GREEK: *Five periods a week.*

Objectives:

1. To enable students to read connected passages of Greek prose after a quick but thorough study of forms and syntax, done with that end in mind. Readings from a variety of prose authors.

2. To study the history of ancient Greece in the context of Homer's *Iliad* and *Odyssey*; to be read in translation, selections from Herodotus and Thucydides, *Peloponnesian War*.

3. Assigned readings in contemporary studies of art and archaeology to shed new light on the history of ancient Greece.

4. Word work to show the influence of the Greek language on English, and its transmission into English through Latin.

5. Visits to the Classical Collection of the Museum of Fine Arts.

CLASS IIA

GREEK: *Five periods a week.*

Objectives:

1. Review first year work in the context of readings from Atticized Herodotus, Thucydides and Plato.

2. Introduction of Homeric Greek. Selected readings in the *Iliad* and *Odyssey*.

3. Greek society and social attitudes to be studied in the context of English translations of the tragedies of Aeschylus, Sophocles, Euripides, and the History of Thucydides.

4. Assigned readings in English of novels, plays and poetry dealing with Greek themes.

5. Further visits to the Classical Collection of the Museum of Fine Arts.

GREEK: *Five periods a week.*

Objectives:

1. The continuing study of Homer through further readings from the *Iliad* and the *Odyssey*.

2. The reading of selections from Herodotus, the *Medea*, and *Oedipus Rex*.

3. The study of Greek philosophical thought in English through readings from Plato, Aristotle and other Greek thinkers.

CLASS I

COMPREHENSIVE GREEK: *Five periods a week.*

Objectives:

1. The development of a knowledge and appreciation of the Greek language and Greek literature.

2. An introduction to Greek culture, as seen in its art and architecture, and its influence on Western civilization.

Content:

1. A study of the alphabet and basic vocabulary words to aid in the study of derivatives, and an understanding of terms and names encountered in English readings.

2. The following works will be read in English in their entirety, and discussed in class: Homer's *Iliad*, the *Oresteia* of Aeschylus, the *Oedipus* plays of Sophocles, Thucydides' *Peloponnesian War*, and Plato's *Republic*. The *Odyssey* and eight plays of Euripides will be assigned and discussed.

3. Greek art and architecture will be studied in relation to the readings in literature. There will be two visits to the Classical Collection of the Boston Museum of Fine Arts.

4. Use of audio-visual materials to illustrate literary and artistic studies.

Chinese

Chinese

Chinese is taught five periods a week. Students are taught to pronounce the various tones of the Chinese language, thus enabling them to communicate with others as if they were natives. Verbs in this course are not inflected.

Course includes:

- 1) Chinese pronunciation and speech through listening to tapes as well as through a guided text (Chinese Primer, which contains four volumes.)
- 2) Writing characters and learning of their origin.
- 3) Chinese culture through films, live demonstrations, and field trips.
- 4) The language lab enables students to further enrich their speech and pronunciation and to boost up the confidence of those who are shy to talk in class.

Latin

CLASS IIA

ADVANCED PLACEMENT LATIN: *Five periods a week.*

Objectives:

1. Ability to read, understand, and interpret Latin in the original language.

2. Appreciation of Latin literature through stylistic analyses of the author studied.

3. Knowledge of Roman life as revealed in Roman literature.

4. Development of awareness of classical influence upon later literature.

5. Development of a spirit of independent research.

6. Translations of books I, II, IV and VI of the *Aeneid* of Virgil. A knowledge of the contents of the remaining books is expected.

7. Study of the ancient epic as a literary genre especially those parts of the *Iliad* and *Odyssey* which bear directly upon the *Aeneid*.

CLASS I

LATIN: *Five periods a week.*

Objective: This course is an extension of Latin 4. It is also designed for students who entered in Class IV and who have not studied Virgil; however, it is also open to all other members of Class I.

CLASS I

ADVANCED PLACEMENT LATIN: *Five periods a week.*

Objectives:

1. Ability to read, understand, and interpret Latin in the original language.

2. Appreciation of Latin literature through stylistic analyses of the author studied.

3. Knowledge of Roman life as revealed in Roman literature.

4. Substantial selections from the lyric poetry of Catullus and Horace with emphasis upon appreciation, critical analyses, scansion of certain meters, and translation of the lyric genre.

Note: All Advanced Placement students are required to take the Advanced Placement Examination in May.



A R G O

May 1990

Boston Latin School

Volume XIX No. 3

The State Science Fair



Sonny Li Second Prize

On April 7, 1990, the Boston Public Schools held its annual high school science fair. This year, as in the years before, the science fair was held in the BLS cafeteria. From BLS, twenty six students participated in the fair.

The judging started promptly at nine-thirty. In the junior division, which consisted of students from 6 to 8, there were two judges; in their senior division, grades 9 to 12, there were three judges. Each judge spent about ten to fifteen minutes per exhibit listening to a student's explanation of his or her project and asking questions. Judges were teachers from high schools in the Greater Boston area, as well as professors from various colleges and universities.

For the most of the participants, judging was over at eleven thirty. A delayed lunch was provided to the students who spent the remainder of the time looking at other people's projects and making new friends.

At the awards ceremony, Latin School discovered that it had done very well. BLS had twelve winners in the junior division, who were all sixies, and thirteen winners in

the senior division. The winners from Boston Latin in the junior division were Felicia Spencer, John Zaleskas, and Joshua Gaffney (honorable mention); third award winners were Nathan Robbins and John Fitzgerald; second place winners were Nicole Lessin-Joseph, John Batuyios, and Chris Hoff; and the first place winners were James McDonnell, Nicole Collins, Karen Lee, and Raymond Li. James McDonnell's project was Newton's Law of Cooling; Nicole and Raymond Li's was Effect of Ionizer on the Sensitivity of Microorganisms.

From the 96 entered projects in the senior division, the winners from BLS were sophomore Erik Egleston (honorable mention), junior Gerald Noble and freshmen Danielle Holland, Marsha Akeson, and Sunny Tom (third prize); juniors Tue Linh Ho, Ria Persad, and Sin Yan Law, seniors David Akeson and Sonni Li, and sophomore Dexter Hoag (second prize); sophomores Amy Gwiazda and Diemanh Nguyen (first prize). Amy's project was Sex Differences in Cognitive Abilities and Diemanh's

continued on p.6

Teacher Layoffs

It is a strange feeling, listing all the teachers who have received lay off slips. These teachers, whom we have known for years, are getting laid off - so we think. It is not actually as bad as that.

Funding: there isn't enough of it, and that means lay offs. However, there are a few misconceptions about this.

First of all, not only teachers, but also custodians and administrators have received lay off slips. In fact, more custodians and administrators will lose their jobs than teachers because of a law that regulates the number of students per teacher. This means that there has to be a certain number of teachers, and this restricts the number laid off.

Secondly, fifteen teachers in Boston Latin School have received lay off slips. THIS DOES NOT MEAN THAT THEY HAVE BEEN FIRED. 795 teachers have received lay off slips, which is the MOST that could be fired. If the teachers didn't receive their notices by a certain date, they couldn't be let go later. Mr. Contompasis said that probably 5 out of the 15 teachers will actually lose their jobs. Right now, nobody knows for sure if there is going to be a need to fire anybody. 389 million dollars is being allotted for new salaries and it isn't enough. The actual situation won't be clear until late May. Those teachers who will be fired will be notified in August and will be out of their jobs off.

continued on p. 5

Music Night by Monbill Fung

Music Night was a showcase of Boston Latin School's musicians. A plethora of talent, ranging from the Clari Cantores (yes, this was the sixie choir), to the Jazz Band to the Show Choir. Audience response was clearly positive for this music night, the first one in the new refurbished auditorium.

The show started with the Junior Concert Band, which was a departure from the few Music Nights, at which the String Ensemble started. Under the direction of Mr. Harper they played through their program with reasonable dignity. Their last piece, a "La Bamba/Peter Gunn" medley even managed to get the crowd rocking. Next came the Latin School Concert Choir.

Under Mr. Brown's directing, the Concert Choir performance consisted of "Kyrie" (from the Mass in G Major) by Shubert and their trademark Hallelujah Chorus, which they executed with professional skill.

The Latin School Ensembles were next with

Mr. Siagel conducting both Junior and Senior String Ensembles. It should be noted that this was the first performance by the Junior ensemble at Music Night, and they had a very good debut, playing pieces ranging from a Green-sleeves fantasy to an upbeat Brazilian Dance. The senior String Ensemble followed, showing off their stuff with pieces like Haydn's minuet from Symphony No. 33 and a Shubert sonatina. Finally they ended their now famous "Eine Kleine Nacht Musik" by Mozart.

The Class IV and Class V choirs followed, conducted by Mrs. Fernandes and Mr. Brown, respectively. These two young groups should receive much praise for their performances that night. The Class IV chorus had an upbeat program with two spiritual songs followed by an upbeat boogie (some credit should be given to those unnamed bases who helped the Class IV Chorus, which as yet lack true basses). The Class V Choir didn't do too badly

continued on p. 7

To the Editor:

I was both saddened and appalled by Tezeta Tulloch's commentary, "Questioning the System," in the March 1990 issue of the Argo. Certain as she apparently feels that she speaks for the entire student body of Latin School, she speaks neither for me nor for the many students here who have found the pursuit of the Classics enlightening, satisfying, and pleasurable.

Ms. Tulloch repeatedly contradicts herself. Though she refers to Latin students as "victims... of (the) Classical system," she admits that it is a "plus" to see (Vergil's) masterful manipulation of words on a page." Has she been victimized by this fundamental advantage of Classical study? Later, she refers to the same "...quickly forgotten ver-

bal images." How quickly did she herself forget, if she must concede that these very images are perhaps (for her) the only "plus" worthy of note in five years of studying Latin?

The author states that the Aeneid is "...one of the most significant and enduring works to be handed down from our Latin ancestors. ...through reading these pieces, modern man gains insight... The value of any such ancient work is priceless to our existence today." Yet later she questions the value of the "hours of translation."

Ms. Tulloch suggests the study of translations of the Classical works. But the translation of Latin (or of any language) is a uniquely personal and fulfilling experience.

Translations vary; each translator, through his own work, brings new insight to the author's original idea. The study of a ready-made translation can never hope to achieve the benefits of an exhaustive examination of a work in its original form, with all the quirks and peculiarities of its original language.

In light of the innumerable attributes of such an examination of the original text, the necessary study of the basic mechanics of the grammar seems a small price to pay, indeed. A working knowledge of Latin Grammar takes time and effort, as does any goal worth attaining; without this knowledge, all the fruits of the Classical works would be lost to us. It seems to me that Ms. Tul-

loch's entire opinion could be summed up as an aversion to hard work.

The idea of a Latin School without Latin is simply absurd. How lucky we Latin students are to experience the works of antiquity, which Ms. Tulloch herself so eloquently admits are "a sunlit doorway which reveals a store of information on the life and culture of a people who ranked eminent in trade, art, philosophy, and science," even as they offer us a new insight as to ourselves and our own lives. The joy we gain in experiencing these works is ample reward for the years of sometimes-tedious study of mechanics. Perhaps Ms. Tulloch would do better to question her own attitude than to "question the system."

Sincerely,

Holly Teichnoltz
Class I

Open House by Jennifer Lee

The Open House took place on Sunday March 25, 1990 from 2 to 5 P.M. The purpose of the Open House was to give prospective Class VI and IVB members a tour of the school and to get some insight on the academic studies and extra-curricular activities that await them the next school year.

Members of the faculty, students and members of the National Honor Society spent their Sunday at school in order to make this day possible. There were as many as 50 students who volunteered to be tour guides. Members of the school orchestra were also present. Earlier that week, Ms. Shea had held sessions to prepare the students for questions that would be asked and to equip them with useful information to make the tour a success. Students arrived around one for final instructions, before filing to the auditorium where many new students

and their families were already assembled. After the orchestra had played a few selections, Mr. Contompasis addressed the visitors on the recent renovations, the school's reputation for excellence, the importance of striving for the best, and the necessity of attending the two-week summer orientation in August. After the Headmaster's speech, each tour guide gathered together his group, consisting of one or two rows, and headed to a designated floor.

On the ground floor, the visitors toured the language lab where Ms. Woodward gave a demonstration of the facilities available to the students and teachers in helping enhance their language abilities. Then they went on to the gym where Mr. Costello told them about the different sports available and showed them the two gyms. On the first floor, they were able to talk to

Ms. Kelley in the main office. While on the first floor, the head of History and the head of the Classics discussed the different courses available to the students in each grade level. Mr. Salterio even gave them a quick lesson in Latin. Before leaving for the next floor, the tour dropped in to view a brief clip of the video yearbook which Ms. McCarthy was showing. On the second floor, the visitors were shown the IVB homerooms. Probably one of the main stops was room 219, where Mr. Roche distributed their summer reading lists and displayed the various reading books and texts used in each grade level from 7th to 12th. On the third floor, the tourists peeked into the newly renovated library through closed doors. In the computer room, Mr. Lee and Mr. Ordway explained the various computer classes available and two class six members were

there to demonstrate a video game based on Latin School. Students and parents also met Mr. Norton and Mr. Walsh who gave them a run down on the science courses. They also saw bottled specimens as they toured the new bio-lab. Mr. Durant and Mr. Lacroix talked about our school math team and the various math honor classes. The entire tour took about two and a half hours. At the end of the tour, refreshments were available in the cafeteria. Many students left the school with souvenirs of Boston Latin sweat-shirts, jackets, t-shirts, pins, pencils, or pens.

Being a tour guide was a wonderful experience which gave present students a chance to show pride in his school, as well as a chance to give a warm and friendly welcome to the new students.

Argo Staff

Editor

Michele McCullough

Assistant Editor

Regina Lau

Business Manager

Ann Leahy

Faculty Advisor

Malcolm Flynn

Staff

David Akeson

Melissa Alosso

Iashonda Brunton

Sally Chin

Timothy Codrington

Trinh Dang

Amy Donovan

Tina Doung

Fannie M. Fong

Monbill Fung

Domenic Giammarco

Jamie LaRosa

Sin Yan Law

Jennifer Lee

Karen Lee

Dan McAuliffe

Christine McCullough

Lisa McCullough

Sophia Mitchell

Mable Mui

Diemanh Nguyen

Erin O'Reilly

Mark Sheridan

Areti Stamatos

Athena Stamatos

William Tang

Connie Tom

Mildred Wong

Harmony Woo

Update on Boy's Baseball by Domenic Giammarco

The Boston Latin Varsity baseball team got off to a very good start this season. Through hard work and determination, the mighty-Wolfsack, with 7 wins and 2 losses, finds itself in a closely contested race to capture first place in the Dual County League.

Pack-attack Shumps Milton, 13-4

Assistant captain Chris Mulligan pitched a complete game to help Latin beat Milton. Seniors Derek Shine and Shawn McCarthy also contributed key hits in the Latin victory.

Wolfsack Hounds the Knights, 5-4

In a close game, Latin clawed for a run in the

bottom of the seventh as Brendan Dever singled home Dom Giammarco for the winning run.

Latin Edges Bedford, 7-6

On Patriots day, the Pack-attack rallied in the 5th inning to earn a victory over Bedford. Sophomore Mark Pryor had a pair of hits which triggered the Latin victory.

Acton Hammers Latin, 12-4

On the Friday of April vacation, Acton-Boxborough bombed the Wolfsack and handed Latin the first defeat of the season.

Latin Beats Wayland, 12-5

The Wolfsack kept hitting away on Wayland and Latin never lost the

lead. The hitting of Captain Tulio Capasso led Latin to a solid victory over the Wildcats.

Wolfsack Rallies Past C-C, 12-8

Senior Jeff O'Donnel led the Wolfsack hitting as Latin rallied for several runs in the 6th inning to earn a victory over Concord-Carlisle.

Latin Pounds Weston, 13-3

Junior Rich Starck pitched a complete game to lead Latin over Weston. Juniors Dan McGowan and Dave McKenna led the Latin hitting attack.

Lincoln Sudbury 'boots' Latin, 11-6

Costly errors sparked the Latin defeat. The Wolfsack suffered their second

loss of the season at the hands of the Warriors.

Wolfsack Hangs on, 9-7

The hitting of Jeff O'Donnel and Dom Giammarco led the Wolfsack to a victory as they bounced back to beat the Lions of Newton South. Rich Stark also pitched a complete game to trigger the Latin victory.

The losses to Acton and Lincoln were very critical to the Wolfsack's hope to capture the Dual County League Title. With a combined team effort, they can beat these teams the second time around and achieve the goal of winning it all.

Spike It! by Mable Mui

The Boy's Latin Volleyball Team met their opponents, Quincy High, on Friday, May 11th. After Quincy served the first ball, BLS captain Stanley Seeto made a kill, bringing a side-out for the team. The remainder of the game flew by with many outstanding plays administered by Latin.

Ka Fai Yu along with Stanley also had many kills. Keith Chin, Johnny Wu and Daren Li executed skillful sets which helped bring about the kills. Howard Chin and Tommy Chin did an excellent job hustling for the ball and covering in defense. The first game ended 15-1, Latin's win.

The second game be-

gan with the same momentum. Ka Fai served 2 points, the second one being an ace. Wel Chau made an awesome kill as Quincy's service was just coming over the net. Latin played with the same drive not allowing Quincy to score a point. The score was 0-7. At this point, Quincy scored a total of 6 points, giving Latin only a one point lead, due to various errors in service-serve by Latin. Latin made a comeback with many saves and ace serves. Stanley Seeto served out the last 4 points of the game and jump served the last point. Latin victoriously ended the best out of three match game at 15-6.



Bump, Set, CRUSH by William Tang

The players of the Boys' Volleyball Team have two incentives for playing their best; #1 this will be the first year that an Official Championship Tournament will take place; #2 Stanley Seto.

Stan, a senior, is the captain of the team. He is a coach's dream; six feet two-and-a-half inches, tremendous leaping ability, and the capability of tattooing a volleyball onto someone's forehead with one of his "mild" spikes. Since this will be his last year with the team, Coach Woo will use him at every turn. She has based the team around Stan. Setters, Daren Li and Keith Chin, give Stan a plethora of sets which easily kills. The back-up players have their own abilities, but there isn't anybody to fill Stan's shoes. His talent as a volleyball player will be greatly missed next year.

With over half the season completed, the team currently places fourth overall in their division with a 70% winning average. Their main goal, like every other team's, is to become #1. To achieve this, the team has to defeat Brookline High

School, which is the #1 team this year and the past four years. In the five years combined, Brookline has had 80-2 win-lose record.

Latin has become more efficient in their teamwork and individual skills, but some flaws still exist. They've come from an embarrassing loss to Brockton (#2) in the season opener to an impressive win over Cambridge Rindge & Latin (#5). There are still a couple of games left before the tournament begins. To qualify, the team needs a 60% winning average at the season's end. If they remain consistent, they'll easily make it into the playoffs, but winning it will be an entirely different story.

A'splishing and A'splashing by Dan McAuliffe

This year's water polo team is off to an excellent start. In the team's first year BLS has earned a place in the State Tournament and built a record of 4-3. This achievement is especially remarkable because the BLS team is without a coach and

funding.

One of the main reasons for the success of the team is due to the plays of senior hole-set Jorge Sun. A hole-set is similar to a center in basketball. Jorge, with 33 goals this season, does an excellent job. Although being the focus point of an offense is difficult, by remaining calm, Jorge enables the offense to be effective.

Another major asset is freshman goal lender Matt McAuliffe. Arguably the best goalie in the state, Matt's head-up plays and nearly perfect defensive style, provide confidence to the team. Andy Rigo, in his first year of polo, has also proved himself an excellent shallow end goalie. In the games he has played, BLS has scored 53 goals in comparison to the opponents' 23. This is mainly due to his pin point outlet passes, allowing BLS' fast breaks to be deadly.

Other notable players are John Anderson, James Collins and Brian Joyce. John Anderson plays hole guard, the defensive as-

pect of the hole. In the past three games he has allowed only four goals to be scored from his position. This is remarkable for the hole usually scores at least four a game. James Collins and Brian Joyce also contribute greatly to the fast break and defense. Both these players make excellent passes and crucial steals that aid BLS in winning games.

This team has shocked many people and many don't understand why BLS is winning? Other teams say to themselves, how can a team with no real coach, no pool and no money defeat us? Many of BLS' players also ask themselves the same question. The answer may be in the athletic ability of the players or in their intelligence. To play water polo one must be a quick thinker. BLS is very optimistic this season and has a chance to be the best in the state and win the tournament. Although this chance is slim, the team is capable and it is not at all unreasonable to hope for the best.

Wo kommen die Locher in Kase her? by Monbill Fung

On Thursday, April 26th, a group of thirteen students mainly from German 4 and 5 competed in a German drama festival at Mount Holyoke College. The entire production was put together during the students' free time, with the help of Mr. Gallivan and Mrs. Diehl, a teacher from Germany here as an observer. It was a short comedy skit about the heated arguments and lawsuits that

can result from the simple question, "Where do the holes in cheese come from?". The cast was led by the sensational acting of John Largess, who portrayed the father of a child overly curious about the holes in cheese. Shirad Vivek also did a superlative job at portraying this excessively inquisitive child. The praise should also extend to Laura Cooley, without her,

the play would simply not have been the same. Kudos also goes to the rest of the cast. Many played small, but vital roles as "knowledgeable" blood relatives and pompous family friends.

Congratulations to John "Papa" Largess, Laura "Mama" Cooley, Shirad "Toby" Vivek, Caroline "Uncle Oscar" Kelley, Ria "Uncle Adolf" Persad, Monbill "Dr. Guggenheimer" Fung, Gerald

"Director Flackaland" Noble, Justin "Uncle Siegmund" Stratman, Christine "Martha" Hastie, Christine "Sonia" Zeleski, Lynne "Emma" Burke and Radisha Frances as the illustrious narrator for winning third prize with only three days of partial rehearsals.

In the words of one of the cast members, "Next year we're gonna win 1st place."



Close Up was a week long program for high school students to learn more about their government. Close Up brought students from all around the country to Washington D.C.. We stayed at a hotel with about 200 students from Massachusetts and two other states.

The average day consisted of a seven o'clock wake up call, a day packed with activities, and then bedtime some time before seven the next morning. (although one had to be in his room by 11 p.m.)

There would be a seminar and a debate on a current topic each day. We visited places such as the Arlington National Cemetery, the National Gallery of Art, the Lincoln Memorial, the Library of Congress, the Supreme Court and the National Zoo.

A great deal of time was spent on Capitol Hill. We met with politicians from our state to discuss local issues, saw Congress in action, and learned about everything that goes on in the Capitol. We were able to travel through the Capitol on our own and to explore the areas which most interested us.

Even with all the activities planned, there was plenty of time to meet new people and to have a lot of fun. Almost every-

day there was free time for eating (which was a lot better than school lunch) and for shopping. At the end of the day, we met with our friends and ordered Domino's pizza from the hotel.

Though we were exhausted by the end of the week, Friday made it all worthwhile. We had the whole day free. To bring the week to an end, there was a banquet and a dance Friday night.

The cost of Close Up was \$800, but the price was substantially reduced. Each person wrote on his own to private businesses in the area for donations to help fund the trip. In the end, each participant paid \$400 or less, depending on the amount of money each raised. With a bit of hard work and persistence, it is possible to go for free!

I encourage everyone to take advantage of this great opportunity. Not only do you learn a lot about your government and Capitol, but you also have a great time. I made new friends from all across the country and I had a wonderful time. You build friendships and memories that will last a life time. Keep an eye open for more information in fall.

Earth Day by Connie Tom

April 22, 1990 marked the 20th anniversary of Earth Day. "What is Earth Day?" It all began twenty years ago when Denis Hayes, one of the founders of Earth Day, and other environmentally conscious people hoped to raise awareness of environmental problems which threaten the whole world. On the first Earth Day, back in 1970, many people across the nation attended speeches and seminars, went on nature walks, and peacefully demonstrated to raise the consciousness of others, concerning the deteriorating state of our planet Earth.

Soon after Earth Day's first celebration, the Environmental Protection Agency was established. The EPA saw to it that the Clean Air, Clean Water, and Occupational Health and Safety Acts were passed. The US Army was forced to discontinue the use of Agent Orange, which was used to defoliate the jungles in Southeast Asia during the Vietnam War. Millions of people pledged to make environment an important issue.

So are we really trying to make a difference in our everyday lives? We have come to realize the threatening problems of where to put unrecyclable garbage, toxic waste dumping, shrinking tropical rain forests, and the depleting ozone layers, not to mention a million other things which are harming the environment. But knowing the issue will only solve half the problem. For a long time, we have known what we are doing

wrong, so why aren't we all ecology-minded?

For a start, environmentalists suggest that we plant more trees and plants which are our best storehouses for carbon dioxide. By taking in the carbon dioxide, plants release the oxygen we need. If there aren't enough plants to do this, the earth will begin to heat up over a period of time. This is also known as the greenhouse effect, where gases become trapped in the atmosphere, allowing sunlight in, but not letting all of the reflected infrared heat out.

The 20th anniversary of Earth Day was a worldwide celebration. Here in the United States, many gathered for the sake of saving the only world we have. In the nation's capital, environmentally concerned activists, citizens, and actors rallied for this important cause. Locally, in Boston, a one mile stretch of the Memorial Drive was set aside for artists to color green. Nearby at the Esplanade, many gathered in songs and speeches for Earth Day.

There are many ways we can help protect our environment. We can recycle our newspapers, soda cans and bottles, and stop littering. Making our environment styrofoam free and decreasing the unnecessary use of aerosol-spray containers and other products which are environmental pollutants will also help. And the next time you walk into a McDonald's restaurant, you too can help by recycling your trash.

Checkmate! by Dave Akeson

Dexter Hoag First Prize

fore a full auditorium of our classmates.

"It was a challenge. There was a lot of confusion in the reserving process of the auditorium, but we did it! Everything went more than perfect. There were superb performances by all the actors. Even the extras were good. They were the backbone to the play along with our excellent crew.

"It's just as experience that you never forget in your life. It's a fun experience. You meet new people and it brings everyone together."

Anthony added, "I would like to thank everyone who took part in the play, and I would like to thank Mrs. Middleton for taking the time to direct us in the play and the parents who helped us with the costumes." As the club president, Anthony also had to handle the publicity. "It was my duty to oversee the play, the toga party, and all Classical Club matters."

George Koulis, who played the part of Metellus Cimber, said, "I had never done a play before.

I wasn't looking for a specific part, just a good-sized part that would allow me to experience drama.

"After the B-schedule show experience, we relaxed. At any time, we could pick up in the play and run right through it. All three performances were beyond what we expected. All loose ends were fixed up. Everybody came together as a group."

When asked why he played this part, George replied, "I thought it would be a good experience to be someone I'm usually not. That's the good part about acting." Metellus always stuck through and made sure the job was done. For someone interested in doing a play, they should "try it no matter how bad they think they are because everybody's an equal and should be given a chance to try something new in a show with Mrs. Middleton." George said, "I thought the play was a great success."

Omoizele Okoawo (Julius Caesar on Thursday and Saturday) tried out for

the play because his brother, Okoduwa, suggested that he should. "At first, I didn't want to do Caesar. I wanted to do Octavius. Watching Ted, I thought I could do it." His reaction to the play was that - "It was fun, but it was wicked hard. In the end, you remember all the good stuff. You make a lot of good friends." Omoizele has no resembling qualities to the pompous Caesar, but he did an excellent job in portraying him.

Ted Donlan (Julius Caesar on Friday and Sunday) took part in the play because he enjoys acting, and he was in the production of Othello two years ago. "I like Shakespeare and Julius Caesar is very short and basic. Everybody in the cast felt as if I would be best for that part because I can 'veni, vidi, vici'." He said that the toga was a garment of honor rather than something to be laughed about.

Heather Fairfield took part in the play because she likes to act. "I had

looked over the part of Calpurnia, Caesar's wife, and she had a dramatic part; but I liked the character of Portia better. It was more theatrically demanding. I love Shakespeare, and I had done a Shakespearean play (Othello) before in BLS." She liked the teamwork and effort that everyone put into it. Heather, who wants to be an actress, suggests that even if you're shy, try to get up there on stage. "Go for it! Just do it!"

David Shamoon, who played the soothsayer, thought that it would be a fun way to understand the play since he had to read it in class. "It was fun; I loved my costume because it was so bizarre."

Next year's play will probably be on Romeo and Juliet. Mrs. Middleton added, "I really appreciated the financial support of the BLS faculty and staff, and parents; and I deeply appreciate the students' dedication to the classics. It could not have been done without that Latin spirit!"



Amy Gwiazda Second Prize

project was The Effect of Temperature on Elasticity of Different Materials.

Besides these awards, there were also the two Christa McAuliffe Awards given to the highest scorer in the junior division and the senior division. It was a great honor to have these award winners from BLS: Raymond Li in the junior division, who also won last year, and Diemanh Nguyen in the senior division.

Top winners in the junior division went to the Thayer Academy Junior High School Science Fair held on May 12 and winners in the senior division went to the Mass. State Science Fair held on May 10-12.

Two hundred and thirty six high school students from all over Mass. participated in the State Science Fair held at MIT. The judging was to take place on May 11 at

the hockey rink where the exhibits were set up. On Saturday, the fair was opened to the public, and the award ceremony took place at three thirty in the Kresge Auditorium.

Students arrived at the fair from nine to ten on Friday morning. 9:00 to 11:30 was time for setting up, safety checks, project pictures, some organization, and lunch. Promptly at eleven thirty, the 208 judges came out of their meeting place and poured into the exhibition. These judges came out from famous colleges and universities, laboratories, big companies, and even the US Army and Air Force. This time, every student was questioned by five judges, for at least half an hour per judge. All the judging was finished by five o'clock.

At three thirty, the

award ceremony started. Five out of the seven winners from Boston were from BLS. Marsha Akesson won an honorable mention; her project was Armadillididae Vulgare Behavior. Sophomore Amy Gwiazda received a second prize and also \$250 from the Boston Patent Law Association. Senior Sonny Li, who has been in these science fairs since the seventh grade and has been winning many prizes, also received second prize and a paid trip to the National Youth Science Camp during the summer; his project was A Study of Phenytoin, Caffeine, and Arisaema on Nematodes: Part III. Junior Ria Persad won a first place award and also the James Morgan Award, a \$1000 scholarship from the Boston Globe. She was also chosen as an alternate for

a Department of Energy Award consisting of a paid trip to one of the most well known laboratories to do research during the summer. Sophomore Dexter Hoag, whose project was Measuring Surface Tension, who also won second place last year, won first place and \$750 from the Charles Stark Draper Laboratory. He was also chosen as an alternate for a paid trip to Argonne, Illinois to work on a project on superconductivity.

At the Thayer Academy Science Fair, Raymond Li received First Place.

We Keep on Movin' by Michele McCullough

It was a cold dizzly Sunday afternoon, but not cold enough to stop the National Honor Society. The N.H.S. gathered near the Hatch Shell and proceeded on their walk to raise money for a scholarship. Who are the dedicated members? They were none other than President John Largess, Vice-President Frieda

Wong, Secretary Kara Zaleskas, Treasurer Sandie Woo, Joanne Bunuan, Sally Chin, Tommy Chin, Minh Dang, Nonny Inthasomsack, Regina Lau, Holly Lung, Michele McCullough, Sarah Ng, Tai Nguyen, Erin O'Reilly, Karen Tsang, Mildred Wong, and Sandie Woo. Greg Moore and Sharad Vivek arrived later. Where would the mo-

vers have been without the support of Kathy Chan and Carolyn Kelley? After the Movathon, the members had a cookout which was still on despite the weather. President Largess was to plead their case. Chef Benjamin Poor did an exquisite job with the cuisine. Not only were the burgers flame-broiled,

but so was the grill. (sincerist sympathies, Kara Z.) After feeding the ducks, and a football game cheered on by Carolyn and Kara, the N.H.S. members slowly dispersed. This concluded another year of the annual Movathon. Let's get those feet ready for next year, as we keep on moving!

A Tribute to Mr. Halloran by Lashonda Brunton

Mr. Halloran was a man
Very well known by all.
To him nothing was too big
And nothing too small.

He gave glad tidings to
all
That ever passed his way.
He tried to do the best he
could
Each and every day.

He was a teacher at Boston
Latin
And a fine father too.
But very most of all
He was a friend to me and
you.

He was an inspiration to
us
With everything he had
done.
He was a light to our path
Similar to that of the
sun.

All of his pains and sor-
rows
Have now finally ceased.
Mr. Halloran is eternally
happy
For he has attained his
peace.

Mr. Halloran will be
missed
By everyone that he
touched.
But especially by the ones
That to him meant so much.

The students of Mr. Hal-
loran
Saw the pain he endured.
But now there is no need
to worry
Because Mr. Halloran has
been cured.

He is in a place
That eyes cannot see.
But the hearts of his
friends
Know that he is free.

It is a time to mourn
For we have lost one of
our best.
It also is a time to re-
joice
Because Mr. Halloran is at
rest.

Not with your eyes
But with your minds I want
you to see,
Mr. Halloran has gained
his reward.
He is in Heaven's glory.

either. Their repertoire contained a folk song, the "Battle Hymn of the Republic" and "Agnus Dei", a mass by William Byrd. That last piece was accompanied by Paul Li, Joel Oster, Richard Park and Mr. Siagel on violins, John Largess on viola and Maia Hansen and Taliesin Cahill on cellos.

After the traditional drawing of prizes, it was time for the creme-de-la-creme. Although plagued by a dead amp and lack of power plugs, the Jazz Band still rocked the house. Led by Mr. Harper, they got the crowd going with the Hill Street Blues theme, soloed by Lisa Silipigno. Two sweet ballads followed, with Dave "Saxophone" Akeson and Joel "Piano Man" Oster soloing. The Jazz Band ended with their finale, a rock piece named "Birdland" that brought the house down.

The intermission was followed by the younger groups, the sixie chorus, the Clari Cantores (also known as the other sixie choir) and the Class V band, both choruses under the direction of Mrs. Fernandes and the band under Mr. Harper. The two choruses were fairly good and it was a miracle that the first group made it on

the stage after knocking down one of the on-stage flats. The "Rock Around the Clock" rendered by the first group wasn't all that bad and they even had Bill and Ted (otherwise known as Sean Murray and Nat Stahl), accompanying on guitars along with Jeremy Lang on the trap. The band played through a high paced "John Peel" and the more subdued "Amazing Grace" and "Somewhere Out There".

Now came the finale act of the night. First was the Show Choir, always a crowd pleaser, but that night they were exceptional. The Duke Ellington "It Don't Mean A Thing" woke the crowd, and "The Great Balls of Fire" number at the end quaked the foundations. Finally Senior Band under the baton of Mr. Jackson closed the night with "Coronation March" by Meyerbeer, "Symphony No. 5" by Dvorak, which included a magnificent solo by the French horn section, and the selections from "The Wiz", which exemplified the sax and trumpet sections.

Once again, the school managed to show off its best, and hopefully next year's Music Night will be just as successful. This was an excellent music night.



**HARVARD SCHOOL of
DENTAL MEDICINE**

is currently accepting patients who need
ORTHODONTIC TREATMENT
children, adolescents and adults

Call 432-1100

 **188 Longwood Avenue
Boston, MA 02115** 

Batter Up! by Amy Donovan

The Boston Latin Softball team started out well, but later reached a downfall. With a record of 5-5, there appears to be no hope for the play offs. There have been three injuries this past season which have plagued the dynamic duo of Nicole and Doobee. Hopefully there will be more promises in our future games.



Summer College Programs by Connie Tom

When you go to college, you enter a whole new world of experiences and opportunities. And to become a part of that world, you'd want to know what's behind the doors of the various departments of the school, such as Student Housing, Financial Aid, or Dean of Students. You've probably heard a lot about what college life is like, but have you ever had the chance to be there yourself? Well, the best way to get the real scoop on college life is to spend the summer at a college, live on campus, take classes, and possibly even earn some college credit.

In the following, you will read about a few of the summer college activities available for high school sophomores, juniors, and seniors. There is a cost for each of them, but financial aid and scholarships are available. Please be aware of the deadlines because most of these programs require essays and recommendations. Now is the time to have the summer of your life!

Boston University Summer Visual Arts Institute

June 25-August 3, 1990
Deadline: June 1, 1990

Summer Visual Arts Institute is a six week stu-

dio program which allows students to test their abilities in the visual arts field, such as in drawing, painting, sculpture, design, fibers, printmaking, and photography. Studio courses meet twice a week for three hours each session. Besides sketching and painting trips, students will tour museums, galleries, and studios. Program participants will also have access to University facilities and events. A full-day option or a half-day option is available. The program cost, including tuition, materials fee, and application fee, is about \$1150 for full-day and \$625 for half-day. For an application and more information, contact:

Peggy Clark, Director
Boston University Summer Visual Arts Institute
855 Commonwealth Ave.
Boston, Ma 02215
tel. 617/353-3373

Rhode Island School of Design
Pre-College Summer Foundation Program

June 25-August 3, 1990
Deadline: June 1, 1990

This summer, you and about 300 students from around the globe can prepare for a college education at one of the finest art and design schools in America. Located on Col-

lege Hill, on Providence's East Side, R.I.S.D. offers courses in architectural design, fashion illustration, photography, computer graphics, and much more. If you are presently a sophomore or a junior, you may apply for enrollment. The cost which includes tuition, room & board, and other fees is about \$2575. For more information and an application, contact:

Continuing Education Office
Rhode Island School of Design
2 College Street
Providence, RI 02903
tel. 401/521-6240 ext. 408

University of Lowell
Summer Session

July 9-August 18, 1990
Deadline: June 29, 1990

If Engineering, Science or the Arts interests you, this may be the program for you. Summer Session includes college-level classes, tours of high tech companies, facilities, and artistic ventures, including visits with professionals in those fields. It is open to present high school juniors and seniors. The cost, including tuition, room & board, and other fees, is \$1490. For more information contact:

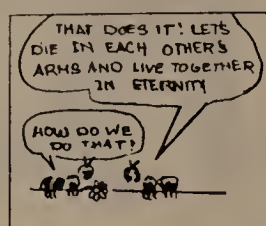
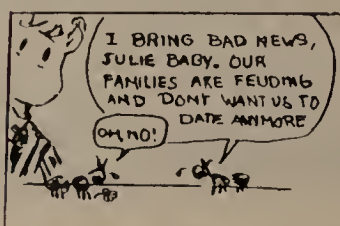
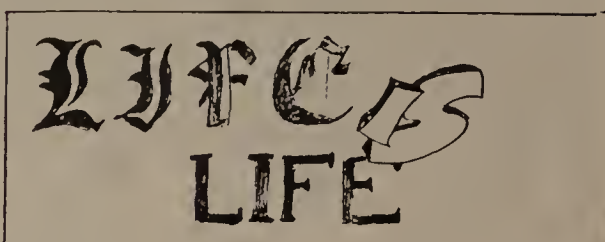
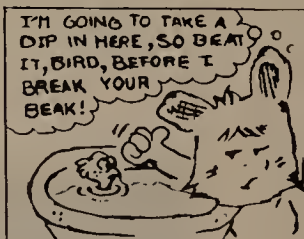
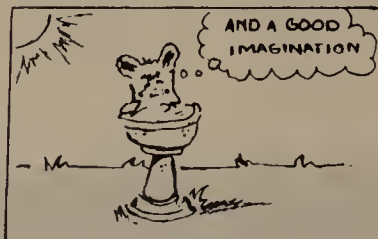
John Hurtado
University of Lowell
Summer Session
1990 High School Program
1 University Avenue
Lowell, Ma 01854
Tel. 508/934-2467

Brown University
Summer Academy 1990

June 23-August 11, 1990
Deadline: ASAP

If you want to experience college life at an Ivy League school, Brown is the place for you. Summer students will choose two courses offered which they will receive full Brown University credit upon successfully completing the courses. In addition to the Liberal Arts & Science courses, program participants will have the opportunity to improve writing skills, learn about the college application process, and to take part in a variety of recreational activities at no extra cost. The fee, covering University facilities, Health Services, room & board, and tuition, is \$3385. For more information, contact:

Brown Summer Academy
Brown University
Box T
Providence, RI 02912
Tel. 401/863-7900



BY AN ANONYMOUS ARTIST OF THE ARGO

TO ARGO READERS: ENJOY !!



Boston Latin School

ARGO

June 1990

BOSTON LATIN SCHOOL

Volume XIX NO. IV

NHS Induction by Jennifer Lee

The National Honor Society Induction was held on Friday, June 1. Members of Class II and III, parents, and members of the faculty as well as four distinguished male guests were present. The program began with the Coronation March during which Mr. Contompasis and his four guests took their seats on the stage. Mr. Page led everyone in the Pledge of Allegiance, followed by the National Anthem played by the Senior Band. NHS member Tue Ling Ho of the Class of '91 gave a brief speech on the criteria for selection. The inductees were selected by a committee of faculty members based on the four criteria of the National Honor Society—scholarship, leadership, service, and character. Following the speech, the senior band led by Mr. Jackson played "Somewhere Out There". Next, Mr. Contompasis introduced the honorable Mark L. Wolf of the United States District Court who gave a presentation of the Ward Fellowship to specially chosen students. The keynote speaker Robert Turner, a reporter from the Boston Globe gave an address. Afterwards selections from The Wiz were played by the Senior Band. Following that, Rosalie O'Brien '91 led the N.H.S. Pledge with the new inductees. The distributions of the N.H.S. pins was done by advisor Mr. Page. Mr. Contompasis presented various book awards as well to distinguished members of class II and special awards for lower classmen. After the distribution of the awards, the headmaster made a few final remarks before the end of the program on the semi-formal and the junior prom, giving special recognition to all those who worked on the committees and to those who worked behind the scene. The

program concluded with the colonel Bogey March played by the Senior Band. A collation, graced by the string Ensemble and artwork by the Art AP students was held downstairs in the cafeteria.

Latin in the '90s by Colleen Breen

On the evening of Friday, May 11th, a celebration for Latin school alumni, was held in the newly renovated auditorium. Students from as far back as 1925 were able to attend and enjoy the speeches and awards of recognition their fellow classmates gave and received.

The alumni not only got to talk about their days at Latin school, but they got to see "Latin school in the '90s" with a superb prize declamation performance that afternoon. Many conversed with students and said how much everything had changed. However, senior class president, Anne Guiney, begged to differ. In her speech, she stated that even though Latin school is still considered one of the best in the country, it still consists of rigorous academic programs, and upperclassmen still try to sell Sixties tickets to the 4th floor swimming pool. The Alumni that the Argo spoke to at first maintained their own opinion, but by the close of the evening, some believed, despite the addition of girls, BLS is still producing the highest caliber of students who prosper, as did their predecessors whose names line the walls. Some of the speakers included Lee J. Dunn ('61), President of the BLS Alumni Association, William S. Edgerly, Chairman of the State Street Bank and Paul A. Barringer ('61), chairman of the 89-90 Annual Fund.

Museum of Fine Arts Graduation by Jeff Chan

On May 25th, students and parents gathered at the Museum of Fine Arts for the graduation of students from the Boston Public Schools - Scholarship Art Classes, which consists of students from various high schools in grades 9-12, and to see the exhibition of the work done this year.

The graduation ceremony went underway with the introduction of the directors and teachers. After speeches concerning art and this program in particular, each graduate was called to receive his diploma.

Afterwards, there was a reception downstairs where the students' work from the past year was exhibited.

A Night at the Pops by Tim Codrington

Last week the students of Boston Latin School, specifically those who are involved in the music program, were offered the unique opportunity to attend a performance by the Boston Pops at Symphony Hall. The show, which would have originally cost twenty to thirty dollars, took place on Thursday, May 10th and started at approximately eight o'clock. I was pleased to see a healthy contingent of Latin School people, all stunningly arrayed and all eagerly looking forward to this night of music. The assistant conductor of the Pops, Ronald L. Feldman, led us through a dazzling array of classical, modern, and jazz pieces. Starting with Polonaise in C, by Liadov, the program slowly wound through a contabile of classical rhapsodies, pausing only for its first intermission. From then on, we were once again serenaded with the melodious tones of a Scottish fantasy, which featured a solo accompanist, supported by the members of the Pops. As the second intermission draws to a close. I found myself wondering what could possibly top the wonderful performance that had just been unfolded before me. However, I was in for a surprise, for the third and final

Renovations to Come by Trinh Dang

If you think our school is entirely renovated, you're mistaken. The school has indeed been renovated, but only the more noticeable parts.

Renovations to the cafeteria include the new lights, benches, and tables, its freshly painted walls, and the flags representing many countries. The lunch serving line and the windows will be taken care of this summer.

The lavatories have been painted, and mirrors have been installed, yet the steel framed windows in the bathrooms near the main entrance must be replaced. Graffiti on bathroom walls needs to be erased. New plumbing is also necessary. Other renovations such as a new fire alarm system and masonry work on the exterior of the building will be done during the summer. The summer additions will cost approximately \$500,000.00.

Because so much time, effort, and money has been put into the school's renovation, we should give the building more respect. We should assume ownership and stop those who vandalize our property. Let's help keep our school clean.

Continued on p 6

Yearbook Update by Domenic Giammarco

Once again the yearbook committee was selected by the yearbook advisor Mr. Loconte. The yearbook managers for the class of 1991 are Diane Arciero and Rene Bergeron. This new committee will be following in the footsteps of a committee which presented the first color yearbook for the class of 1990.

The yearbook contains approximately 200 pages and about a half of these will appear in color. This is a brand new concept for a yearbook at B.L.S. Although this is new, one probably would say that this costs more

money. That is not totally the case. The price of a yearbook for the class of 1990 is \$35. That is a slight increase from last year's price, but it is worth the money. Parents and fund-raisers have helped reduced the cost of what would have been a \$80 yearbook. The color photos will appear in several sections of the yearbook, in particular, the student portraits and prom occasions. There are several new concepts being introduced into the yearbook for the graduates of this year. This includes "Mini-Mag". "Mini-Mag" may sound

weird but this section features happenings which were special and memorable during the senior year of the graduating class.

Also, a part of the yearbook will be reserved for a section on "Student Life". This section is pretty self-explanatory, but it is a new and exciting addition to the yearbook. The yearbook of '90 may be the beginning of a new tradition at Latin School.

Attention Class II members - All juniors planning to submit a portrait for the yearbook of 1991 are urged to take their

senior picture over the summer. Two wallet sized pictures are necessary (one in color, one in black & white). Students are also urged to have their pictures taken at Cambridge Studios.

Cambridge Studios
2380 Massachusetts Ave.
Cambridge, MA 02140
Tel. 547-1670

This is important, for Cambridge Studios helps to reduce the final costs of the yearbook. Taking pictures elsewhere will cost one more money in the long run.

Ward Fellowship Program by Connie Tom

Each year for the past five years, at least five members of the junior and senior classes of Boston Latin School have been awarded two Ward Fellowships in honor of John William Ward. A graduate of Boston Latin School who attended Harvard College, served in the Marines, and was later the President of Amherst College, Mr. Ward was committed to the youths of Boston and public service to all. Mr Ward passed away in 1985, thus, the John William Ward Fellowship was established as a memorial to his commitment to public service for inner-city youth.

In order for the juniors and seniors to be awarded with a Fellowship, each candidate must write an essay to show his or her potential to be committed to the goals of the Fellowship, and how as a Fellow, he or she if chosen may benefit from it, or if others may benefit from it. Afterwards, based on the essays, students are selected for interviews, from which the Fellows are selected. Each Fellow is paid to work during the summer in the office of a government official.

In the past, Fellows have worked in the offices of Governor Michael Dukakis,

Lieutenant Governor Evelyn Murphy, Boston Mayor Raymond Flynn, Attorney General James Shannon, Director of the Boston Housing Authority Doris Bunte, Federal District Court Judge Mark Wolf and Suffolk County Sheriff Robert Rufo. Continued on p 4

Prize Declamation by Vivian Towe

On Friday, May 11, 1990, Prize Declamation was held for the first time in the newly renovated Boston Latin School auditorium. Alumni from the 25th and 50th classes returned as judges for

the occasion. Among the judges was our own Mr. Stengel of the Boston Latin School Math Department.

This year's first place went to Rosalie Reddington O'Brien of Class II, who was awarded the Cornelius Martin Sullivan Award. Second prize went to Okoduwa Okoawo of Class I. Third prize was awarded to Carolyn Suzanne Kelley of Class II. The special prize for class I and II was won by Omoizele Okoawo. Special prize for Class III and IV went to Samuel Martland of Class III. And finally, the special prize for Class V and VI went to Nicole Lessin-Joseph of Class VI.

Editor-In-Chief
Michele McCullough

Assistant Editor
Regina Lau

Business Manager
Ann Leahy

Faculty Advisor
Malcolm Flynn

Writers

David Akeson
Melissa Alosso
Colleen Breen
Lashonda Brunton
Jeff Chan
Sally Chin
Timothy Codrington
Trinh Dang
Amy Donovan
Tina Doung
Maia Economopoulos
Fannie M. Fong
Monbill Fung
Domenic Giammarco
Danielle Holland
Clara Hwang
Nonny I.
Hilary Krieger
Robert Kwong
Jamie LaRosa
Sin Yan Law
David Lee
Jennifer Lee
Karen Lee

Holly Lung
Dan McAuliffe
Sam Martland
Christine McCullough
Lisa McCullough
Cheryl McMahon
Rebecca Milstein
Sophia Mitchell
Hazel Mirando
Mable Mui
Sarah Ng
Tsz Fu Ng
Diemanh Nguyen
Ria Persad
Erin O'Reilly
Mark Sheridan
Areti Stamatou
Athena Stamatou
William Tang
Connie Tom
Vivian Towe
Karen Tsang
Frieda Wong
Mildred Wong
Harmony Woo

An Editor's Farewell by Michele McCullough

I would like to thank my assistant editor for all the time and effort she has put into this paper. I especially would like to thank Mr. Flynn. Without him, there would be no Argo! Thanks to the Liber Actorem for sharing some of its archives with the Argo. I must also extend my gratitude to Mr. Haberstroh, Mr. McCormack and Mr. Ordway. The list of thank you's can go on forever! I hope next year everyone, even the Lam-poon, will continue to support the Argo. Have a wonderful summer!

The Editor



Durantians and Haberstroheans

by Tsz Fu Ng

The Durantians consist of the students in Mr. Durant's Math AP BC class, while the Haberstroheans consist of the students in Mr. Haberstroh's Math AP AB class. Though both tribes attend Math AP classes, there are some differences in the curriculum they take. Theoretically the BC class is the more advanced one. To challenge the "advanced" BC class, the Haberstroheans decided to devise a plan whereby they might emerge as victors. Therefore, one May afternoon, a few representatives of the Haberstroheans, led by their leader, Mr. Haberstroh, came to the BC camp and challenged the BC tribe to a softball game.

On the day of the game, the Haberstroheans were confident that they were going to win thus offered that the BC class bat first. In the top of the first inning, the BC class scored four runs. Shocked by the unanticipated brilliant performance, the Haberstroheans went to work in the bottom of the first inning and scored three runs. In the BC class' half of the second inning, they failed to score. With time running out, the AB class came up with their last run to tie the game. No victors prevailed and it was back to the drawing board for the Haberstroheans.

Senior Women's Seminar

by Sally Chin

The Senior Women's Seminar was held on May 11, 1990 in the library after school. This seminar was held essentially for the benefit of all graduating senior women. Each female speaker talked about her past experiences in a predominantly male society.

One of the speakers related how her brothers made her stand ten feet away from them at the bus stop and how she had to walk ten paces behind them. In school, her brothers avoided her company entirely.

Another woman spoke of how she became an engineer. However because of her sex, she was not eagerly sought after as an engineer. After this kind of discrimination, she founded her own construction company. The company still thrives under her supervision.

There was yet another woman who talked about how her interest in math had led her to a career in the business world. After partaking successfully in many internships, she is now the vice president of a corporation and has been since 1985.

After attending this seminar, one would believe that a woman can be as good as a man or better in any area she wants.

This seminar gave the female seniors a perspective of the world that they would soon enter, as well as some encouraging words of wisdom.

Senior Prom

by Erin O'Reilly

This year's Senior prom was held at the Sheraton Boston Hotel and Towers on Wednesday, May 30, 1990.

Couples spent the earlier part of the evening mingling with fellow classmates. For some, this was the last opportunity to talk with their friends. dinner was served later than planned, and many felt that it lasted too long. As a result, the rest of the night seemed shorter. The meal itself proved interesting it consisted of salad, chicken, processed potato and a covered ice cream scoop with strawberry sauce.

After dinner group photos were taken; couples were photographed throughout the prom (Firelight did the honors). Unfortunately, if one waited in line too long, he missed the better songs played by the D.J. from W.I.L.D.

Ms. McCarthy, attempting to capture yet another moment on videotape, lit up portions of the dance floor. However it was easy to avoid the spotlight if one was not too confident in his dancing ability.

Midway through the evening the Prom King and Queen, along with their court, were named. The court consisted of Regina Atkins, Tina Wong, Lillian Nguyen, Maria Louloulas, and Kevin Fitzgerald. Eddy Montes and Romea Hemsley were chosen King and Queen. Eddy, Romea, and the court were given first dance to the theme song, "Here and Now."

The End of an Era by Rob Kwong

It happens every year at Boston Latin School. Each June, the graduating Senior Class members assemble and receive their diplomas. it's a time of celebration, but the joy of the occasion is also tinged with sadness. Classmates and good friends will depart on separate ways, seeking to make their marks on the world. Many will still stay in touch; nevertheless, it will not be the same away from Boston Latin School.

What was it that made Latin School so memorable and special? Perhaps it was the sense of tradition which grew within ourselves as we progressed through the years. We matured not just physically, but emotionally and intellectually. We've

changed so much since we entered Latin School as gawky and insecure sixies.

Yet the bulk of our maturity didn't occur in the classrooms. Rather, we grew because of our friends and acquaintances. They were what made Latin School special. Together we agonized over difficult times and celebrated our successes. More importantly, we grew closer simply because we were together for four or six years.

When asked about the role of friends during his years at Latin School, Sharad Vivek replied, "I honestly learned more from my friends than I did from my teachers. And it wasn't just while I was sitting down with friends to figure out homework problems. Just by being around them gave me insight on people and gave me new perspectives on life."

Gordon Chin explained why he thought Latin School was so special. "When you look at our classmates, you can see such a wide diversity of cultures. But they share a common link: everybody is so special because they are so prepared to take on life. You know that everyone will be able to do whatever they want to do."

Our friends were what gave Latin School its uniqueness. We will cherish Latin School as a learning institution, but we will cherish the people we knew in it even more. For us seniors, graduation will signify the end of an era in our lives. We leave knowing that we are well prepared to go on.

Strasbourg by Rebecca Milstein

Despite the cuts in funding for the Boston Public Schools, the budget for the annual student exchange to France has miraculously been left intact. In the first week of July, ten local students, accompanied by Ms. Monique Brun, will travel to Strasbourg, in the province of Alsace, which is about a half-hour's ride from the German border.

Through a long and difficult selection process

that included an interview in both English and French, five Latin School students have been chosen to participate. These students are Melissa Leung and Mary Laura Brooks of Class III and Clara Hwang, Shona Strodger, and Rebecca Milstein of Class II. Donna Zaleskas of Class III has also been selected as an alternate. Other participants attend Boston English and Latin Academy.

The students will spend three weeks in Strasbourg, Boston's sister city, living with host families. They will be required during their stay to work on a research project concerning some aspect of French life or French culture. All the participants are excited and enthusiastic about their ensuing trip, and look forward to hosting some French exchange students next summer.

Junior Prom

by Karen Tsang and Holly Lurg

On the evening of Thursday, the 24th of May, the junior class of 1991 held their annual prom at the Westin Hotel at Copley Place.

Upon arrival, students were greeted with warm welcomes from fellow classmates dressed in dazzling attire. Teachers were also invited to attend this memorable event as a way of expressing the junior class' gratitude for the teachers' help and support through the past year. Professional photographs provided by Fine Light Studios were taken early in the evening. The couples were asked to strike various poses in front of a grand piano, which added to the elegance of the evening.

When the ballroom doors finally opened, guests were invited into a room filled with purple and white balloons. The soft glow in the room produced a warm and romantic atmosphere.

The formal evening began with a three course meal, a zesty salad, a choice of prime rib or chicken, and a rich-

tasting chocolate mousse cake. During the dinner, soft music could be heard in the background, the entire evening was full of non-stop entertainment.

As soon as the tables were cleared, the dancing was in full swing. Those who chose not to dance so early were busy capturing the moments with their friends and teachers a Kodak moment!

The dance floor was crowded with students and teachers. A variety of music was played, ranging from Bell Bir Devoe for the younger generation to Michael Jackson for the slightly older generation.

Towards the end of the prom the king and queen were announced. Congratulations to Joseph Kiley and Rosanne Lepe. They led off the dance to the event's theme song, Love Me for Life by Stevie B., and were soon joined by the rest of the junior class.

The evening was a great success. Each guest left with a Boston Latin Junior Prom picture frame as a souvenir and a night full of great memories!

Blood Drive by Elizabeth Dunfey

The Key Club held its biannual Red Cross Blood Drive on Monday, May 21, despite delays due to the lack of a site. This event is one of the most important activities sponsored by the Key Club, an organization dedicated to community service.

Thanks to the donations from members of the junior and senior classes, the Key Club raised eighty units of blood for the Red Cross, surpassing the original expectation of 65-70 units. Despite minor overcrowding in the morning due to the abundance of donors and to a senior assembly in the afternoon, the drive went smoothly. Special thanks go to the Red Cross, Dr. Carroll, and numerous student volunteers.

All blood donors were required to be seventeen years of age (with permission from a parent, eighteen without) and to weigh at least 110 pounds. Although some students who wished to give blood were unable to do so, and others were hesitant to donate because of fears of losing consciousness, all those who donated or attempted to do so were highly appreciated.

BLS Baseball A Year in Review by

Dom Giammarco

The second half of the Wolfpack baseball season got off to a slow start as an abundance of rain forced the postponement of several games. Still, the Wolfpack bounced back from some critical losses and finished the season with an admirable record. During the second half of the season, the Wolfpack had a couple of solid victories over some Dual County League powerhouses; the wins over Lincoln-Sudbury and Acton-Foxborough were probably the sweetest and wildest. Overall, it was a good season for the Wolfpack. They did not win the D.C.L. title but they did finish among the top contenders. If the Pack could have won the key games, they would have taken the title, but the team's failure to respond to the call cost them big. However, the Wolfpack's team effort did earn them a spot in the Division 1-North Tournament. The outlook for the Pack's post-season play is favorable but the Wolfpack will still have to work hard if they want to win.

The Sophomore Semi-Formal by Melissa Alosso

On May 18th, in the Empire Ballroom of the Tremont House Hotel, across from the Wang center, the Sophomore Semi-Formal was held. Two BLS teachers, Ms. Mitchell and Mrs. Hantout, collected the invitations outside the door of the ballroom. Among some of the other adults present were Mr. Salterio and Dr. White, who danced the night away, Mrs. McCarthy with her video camera, and Mr. Contompasis. Everyone was in his best apparel and good spirit. Couples were able to purchase picture packages taken by a professional photographer.

The ballroom was

elegant due to the ambience created by its dimly-lit chandeliers, but many complained that the dance floor was too small to accomodate all of the people who wanted to dance. A dance contest took place during the evening. About twenty people began the competition but only five boys became the finalists. Only one of these five finalists, Sean Fontes, who won the contest, was a sophomore. There was a limited buffet and various drinks available for thirsty dancers. Overall it was a social evening with peers, eating, dancing, and picture-taking.

Track by Nonny Inthasomsack

The Boston Latin outdoor track team consists of more than sixty participants, ranging from seventh graders to seniors.

This season has been made successful both by the coaches and the athletes who have put their best feet forward. The team's coach is Mr. Michael Glennon, Jr., who has been the coach for three seasons. The assistant coach is Ms. Banks. There are also Mr. Scotts and Mr. Glennon, Sr. The former had been a track coach and the latter a sprinter. In their spare time these people coach the runners in the many different events offered in track.

The outdoor track team has performed very well both as a team and as individual athletes.

The girls' outdoor track team placed third in the Dual County League. Among the top performers of the team at the Dual County League Meet were Karimah Scotts, Shella Vetiack, Iyoka Okoawo, Shena Stokes, Melinda Stokes, Erika Overton, Kim Howard, Rene Bergeron, Emily Parker, and Nonny Inthasomsack.

Due to the lack of participation the boys' outdoor track team did not do so well, though the few participants involved this season were very competitive and dedicated.

Ward Fellowship

Continued from page 2

A member of the 1990 senior class, Tsz Fu Ng worked last summer in the office of Governor Michael Dukakis for the executive office of human services. At his office, he worked on computers with graphics and revisions of sliding fee scales. In an informal interview, Tsz Fu said that he enjoyed his summer as a Fellow and before he became a Fellow, he didn't think that the government was as positive as he later found it to be.

For the summer of 1990, nine Boston Latin School students were chosen for the Fellowship. The seniors selected are Orietta Barletta, Nicole Brittingham, James Hunt, and Angie Roberts. The juniors selected as Fellows are Dana Caggiano, Deanna Cataldo, Jacqueline Ciriello, Kristen Reidt, and Connie Tom. Orietta

will be working in the office of the Attorney General, Nicole will be working for the Federal District Court Judge, James will be working for the Secretary of State, and Angie will be working in the office of Mayor Flynn. Dana will be working for the US Attorney Wayne Budd, Deanna will be working for the governor, Jacqueline will be working for Lieutenant Governor Murphy, Kristen will be working in the office of Sheriff Robert Rufo, and Connie will be working in the office of the director of the Boston Housing Authority.

On June 1, 1990, at the National Honor Society Induction, the John William Ward Fellows were recognized and congratulated. Congratulations and best of luck from the Argo to all Fellows.

THE DESTRUCTION OF THE WALL: THE DESTRUCTION OF WAR? THE DESTRUCTION OF PEACE?

Most of us weren't alive when the Berlin Wall was built, but the people that were there remember the day well. At that time, there were two dominant feelings: one of sadness at a nation being separated, and a feeling of relief at Germany's threat being reduced. Now, at last the Berlin Wall has come down.

THE HISTORY: The Berlin Wall was built in August 1961. Its purpose was to keep the East Germans from going to West Germany. When World War II was over, Germany hadn't signed a peace treaty and hadn't settled boundaries or formed a unified government. In 1949, Germany was divided into two separate republics. There was West Germany (Federal Republic of (West) Germany) and East Germany ((East) German Democratic Republic). West Germany was controlled by the United States, France, and Britain, and East Germany was controlled by Russia. West Germany was allowed to be-

come independent while East Germany remained under Russian law. People from East Germany saw the western side and wanted to move there. For 38 years no one could leave the GDR. Because of the sudden building of the Wall, families and friends were separated, and had remained this way until recently, when the Berlin Wall came down.

THE FEELING: The coming down of the Berlin Wall was one of the most unexpected occasions of the decade, and it showed a remarkable change on Russia's part. The questions are, what next? how is this going to change our lives and attitudes? Are we now closer to world peace or farther away? what is going to happen to Germany? to Russia? I conducted a poll in this school to learn students' and teachers' reactions to this event.

I handed the poll out to students in grades 7-12, and to their teachers as well. I asked two specific questions and left a space for additional comments. Here is what you

said.

The first question was: Do you think the opening of the Berlin Wall was good? People said that it was indeed good over bad 11-1. Why was it good. It was good because German people are now free to move and visit each other. Also, Germany could be united, and this is a step toward world peace. When someone said he thought it was bad, it was because he was pro-communism and he thought this event might hurt the communist system. The other reason given was that it might start World War III. This is because, twice already, Germany has tried to take over the world. If they are unified, they might try again.

THE FUTURE: The second question was: What do you think will occur as a result? I asked what changes there would be in the world, this country, this state, and this school. There were many different answers to this question. In the world: many responded that it was the end of the cold war, and the removal of the Iron Curtain;

leading toward both the end of communism and toward world peace. In this country and state: there might be more immigrants, especially Germans, and more talks about world peace. In this school: there would be more exchange students and new clubs.

Under "comments" many people said this could mean world peace and this event would make history. Also said was that democracy will prevail and this will improve the world's economy. Someone said that he/she hoped Gorbachev wasn't just testing people, but was serious.

On a lot of the surveys, students and teachers said things like: "What is the point?". "This is stupid"; and "This has nothing to do with me." I handed this out because it does have to do with us. It is our world, and our future. This could be the start of World War III or the making of world peace.

Harvard Extension School

This past semester, students from BLS were able to get a taste of college through the Lowell Scholars Program.

The goal of the Lowell Scholars Program was to introduce high school students to the conditions of a college course by providing them with an opportunity to enroll in actual courses at the Harvard Extension School. Students who applied for the program received a scholarship that reduced tuition substantially. Although the tuition was reduced, Lowell Scholars had to pay full price for their text books, just as regular college students do.

Twenty courses that covered a broad range of studies from math and science to English and the humanities were offered this past semester. They included such courses as "Animal Behavior", "Psychology and Law", "Introduction Computing in Pascal", and "Waves, Particles and Structures." Interested students first obtained an application from Ms. Hansel who was the coordinator of the LSP at BLS; then they registered for the course of their choice at the Harvard Extension School. Besides BLS, schools from 29 different communities in the Greater Boston Area participated in the Program.

This past spring term began at the end of January and continued to mid-May. Most of the classes met once a week usually in the afternoon or evening so that Latin students could attend the classes after school. These classes were real college classes and not ones that were specifically designed for high school students. This meant that Latin students attended them with Harvard Extension undergraduate and graduate students. Unlike the classes at BLS, some of those at Harvard Extension were much larger, in many cases with over 100 students. These

classes were held in lecture halls. The professors and teaching assistants also presented the material differently in the form of much prepared handouts, slides and demonstrations. Although assignments were given, they were left to the student's own responsibility to complete. Unlike high school, there were only two exams, a mid-term and a final examination.

Students who participated in the program were enriched by the experience. They felt that it was beneficial to sample college life, since it gave them an insight into their future collegiate endeavors.

by David Lee

Harvard Medical School Mentorship

The Boston Latin-Harvard Medical School Mentorship program will afford the opportunity for inner-city students to be paired with a researcher or physician from Harvard Medical School or one of the major teaching hospitals to provide a learning and hands-on-experience in sophisticated technology and state-of-the-art research. This program will stimulate an interest in science as well as be a vehicle for more students to consider a career in the sciences.

This Bank of Boston funded program is the brainchild of BLS's new

Mr. Norton, who has worked diligently to secure its success. Greeted with great enthusiasm by all involved, this mentorship program, as part of the Boston Plan for Excellence in the Public Schools, deals not only with the medical aspect of science, but also other ideas. Also involved are channels 4 and 7, Kiss 108 FM, recording studios, and Copley Plaza. Being given this type of exposure weighs greatly on the average college application, gives students the chance to make money, and gives them a recommendation by

the Dean of Harvard Medical, Dean Spellman himself. Look for this program in the fall when it will become available to freshmen.

A Salute to All Nations by Connie Tom

Recently in the Boston Latin School cafeteria, students have noticed yet another great change. In addition to the new bookstore, there are on display forty nine flags which represent the many diverse nationalities of

the students in BLS.

Displayed on the cafeteria balcony, these flags are hung alphabetically by the name of the country left to right between the two American flags.

The flags were purchased by the School Improvement Council through funds made possible by various donors to the school.

Representing the different colors of the spectrum, these flags show that although the student body is ethnically diverse, the students are all united as one Boston Latin School.

The Math Team - An Insider's View by Ria Persad

Perhaps you think Math Team is frankly just a pack of slimy, near-sighted geeks sitting around crunching, scratching their fat heads while wracking their brains on the philosophical meaning of 1 plus 3. This may or may not be true. Judge for yourself.

Wednesdays afterschool "A" team members Gordon Chin, Tsz Fu Ng, Kara Zaleskas, Clara Hwang, Ria Persad, and Paul Li, and other members get together in Rm 337 with advisors Mr. Durant and Mr. Stengel to discuss the next competition.

"Who wants to take the Number Theory round?" Everyone rapturously volunteers. "Analytic Geometry?" strange how the room is now dimly silent. "Trig Analysis and Complex Numbers?" Less people are wrenching away. "Probability?" Squirm, squirm. "Word Problems? Quadratics?"

"How about food" Eyes light up.

A week later...

"We'll beat the socks off Canton this time!!!" Math team members always go to meets fully equipped and armed---with M&M's, cards, maybe some masking tape in case somebody accidentally sits on his eyeglasses (actually, very few members wear glasses; as to how many people need glasses, that's a different story.) Some idiot always takes along a squirt gun, and the other idiots bring with them a generally corrupt sense of humor. As far as Math Team members are concerned, square roots are "totally radical" and Polar coordinates may or may not resemble polar bears.

"We've got a good team this year," grins Mr. Durant.

Aha! BLS Math Team

undefeated in its division. Competing against top teams from schools such as Brookline and Newton High, Latin brings home 1st place. The Boston Latin Math Team placed fourth in New England. Gordon Chin, Tsz Fu Ng, Clara Hwang, and Paul Li made it to the American Regional Math League All Stars team, and Sophomore Paul Li went on to the USAMO. Seniors Gordon Chin, Tsz Fu Ng, and Kara Zaleskas will be attending Harvard this fall.

Members were asked to comment on Math team. We told them they should say something nice; the last thing we want to do is scare away anyone from joining.

"If we do well, the Headmaster pays for dinner. The pizzas are great."

"We get paid. At the meets we each get \$1

'transportation money', but they're really bribing us, you see."

"The problems are ...interesting."

"No, I don't get headaches. Why do you ask?"

"The meetings are pretty laid back, and you get to look at Math from a whole different perspective."

"No comment."

Mr. Durant's comment was most appropriate: "What?"

Perhaps the greatest reward from the Math Team "experience" is the insight and skill one gains in Math. "You've really got to be into it. it takes time and you've got to work at it," says Mr. Durant. One explores topics outside regular school curriculum and appreciates the beauty of mathematics.

"But the free meals are great."

Night at the Pops Continued from p 1

stage of the program was most assuredly the best, whether it was the jauntily played Cowboys Overture as the cool swing of the theme from the Pink Panther, that created this wonderous effect was hard to tell. However, when they played a medley of songs in a tribute to Duke Ellington, I had absolutely no doubt in my mind that the evening could not have been more complete. The performance concluded with Mark the Knife and 76 Trombones echoing in our ears; with our hands red and sore from numerous demands for encores; and with each and every guest holding a special place in

their hearts for the Pops. The Boston Pops, or the Promenade Concerts, as they were originally called, was founded on July 11, 1885. Its members are primarily taken from the Boston Symphony Orchestra, the Boston Pops Esplanade Orchestra, and the Boston Symphony Orchestra Chamber Players. To date, the Pops has appeared at the White House, the Lincoln Memorial, and in the past years gone on an extensive tour in Japan. Perhaps one day they will even have the honour of performing at the nation's oldest high school. Until then, rouse up some money, buy a ticket, and enjoy!

Sailing

by Sam MartLand

"STARBOARD"

"I see you... Hold your course!"

"You're not gonna make it..."

That dialogue, hopefully not followed by a noisy collision, self-righteous proclamations of guilt and innocence, and frenzied screaming from both boats involved, is typical of a sailing race. Complex rules govern right-of-way - who has to get out of the way -- and any crash or near miss is sure to start a debate on who fouled whom. The skipper of the boat at fault may clear himself by sailing two complete circles, allowing the other boat to take the lead. If neither skipper admits his guilt, the "protest" will eventually be settled by a jury of

coaches back on shore.

Two teams, generally four boats each, race each other around the triangular course marked on the water by buoys. In the minutes before the starting whistle, the eight boats circle the starting line, using careful timing and inventive sailing in order to cross the line in front of the fleet and exactly on time. Obviously, someone is in back. Throughout the four legs of the course, which ends back at the starting line, each skipper tries to sail just a little bit faster, or use the rules just a little bit more effectively than the rest to work his way up to first place. A second's loss of concentration could lose the race. The team with the lowest score wins the heat. First place earns three-quarters of a point,

second two point, third three, and so on. A typical race consists of three heats, the team winning two of three wins over all.

The Sailing Team, under the leadership of Captain Erik Egleston and the guidance of Mr. Roche and Ms. Truong, competes in the Mass. Bay Sailing League's hectic racing season in April and May. Regular races are held at Community Boating on the Charles River, but special regattas, with up to twenty-five schools from all over New England competing, are sailed at special sites, including the Coast Guard Academy in New London too long. As a result, the rest of the night seemed shorter, the meal itself proved interesting- it consisted of salad, chicken, processed potato and a covered ice cream scoop with strawberry sauce.

After dinner group photos were taken; couples were photographed throughout the prom (Firelight did the honors). Unfortunately, if one waited in line too long, he missed the better songs played by the D.J. from W.I.L.ing new members and drilling old ones. Two of BLS most valuable crews this season (the crew is the person in the boat with the skipper), Seniors Ingrid Sheldon and Laura Cooley, learned how to sail last year. Once new sailors have learned the basic theory of sailing (wind + sails = forward motion), they may take out boats. Usually, they pick up the practical skills

very quickly; if they prefer instruction, an experienced sailor can give them a demonstration and coaching. The whole team, perhaps eight or nine boats, cruises around the river. The team practices maneuvers, works on racing strategy, challenges members from other teams to informal races, shows off to people on shore, or just relaxes in the sun. Whether it's 90 degrees with a one-knot breeze or 40 degrees with gusty, thirty-knot wind, everyone usually has a good time.

If you're interested in sailing, Community Boating offers a one-dollar summer program to students. This includes sailing, instruction, trips into the harbor, windsurfing, contests, parties, and dances, and it is worth it! The boathouse is open weekdays until sunset, and it is on the river right next to the Longfellow bridge, across Storrow Drive from Charles Street Station on the Red Line.

If you're interested in the Sailing Team/Club, see Mr. Roche, Erik, Sam Martland, or any other member, or come to our organizational meeting in September.



Senior Show by Frieda Wong

Well, the seniors have finally made it through BLS! May 25 was their last official school day and to celebrate, a senior show was held. This year's theme was "Watch the seniors make fools of themselves."

The show lasted about two hours during which time different acts were performed - from lip synching to Karate dancing. All the performers did a great job (they all gave it their best efforts and had the courage to perform before their peers), but as is usual, some were shown more preference then others. For example, Ted Donlan was favorably received by everyone with his live singing act. the lip synching of " poison" got the audience on their feet and swayed them to the beat. Christine Zaleski and Okoduwa Okoawo did quite a number with. " Don't Know Much " and Paul Terranova wowed the crowd with his dancing moves to Janet Jackson's " Rhythm Nation ".

All the performers should be commended for their efforts. Elaine Sylvester and her group with their " Voguing" moves; the Jazz band; Ben Poor and Mike Rigas with " Wayne's World "; Danikka Giarratani and Yusi Zygalala with " Two Different Worlds "; Aprie Bowles and her group with :Express Yourself "; Chris Mann, Tai Nguyen, Okoduwa Okoawo, and William Tang with " For the Longest Time "; The group of Latin V Catullus-Horace students

who sang " Ad scholam matrem "; Elena Ialuna with her Karate dancing; and any others not mentioned above.
Good luck, seniors!

ARML Meet by Clara Hwang

On May 31st, thirty-one students from Eastern Massachusetts arrived at Canton High School for the American Regional Math League Competition. Four students from Boston latin School attended: Paul Li (III), Clara Hwang (II), Gordon Chin and Tsz Fu Ng (I).

The eight-hour long bus trip to Pennsylvania included much more than math. It consisted of eating, sleeping, playing hour long card games and frisbee. The trip was very fun, aside from the math. Someone actually ran around with a water gun, getting everyone wet.

Our second day in Pennsylvania was spent in Hershey park where everyone wasted their money on arcade games.

The competition itself was on June 2nd. The Massachusetts Team did fairly well, placing 6th in the nation. The team from Ontario won first place and Chicago's team won second.

The trip to ARML was not just a group of geeks working on math twenty-four hours a day. It was a lot of fun and a great place to make new friends.

German Exchange Program by Klaus Schittler

We, a group of 18 students and 2 teachers, left Frankfurt Airport (Frankfurt, Germany) on May 21. After a very tiring flight with a stop in New York, we arrived in Boston at about 9:00 p.m. There we were met by our host families at Logan Airport. The next day we slept in. On Wednesday and Thursday we attended the Boston Latin School with our host students. It is quite impressive and very interesting. The schools in America are different from the German ones! It would take too much to explain the differences.

The number of trips and activities we were invited to was too much. We were learning a lot about Boston, America, American history and the American way of life. We really appreciated it.

It was a great honor for us to attend Boston Latin School for three weeks. We want to say " Thank you " to Mr. Contompasis the principal of Boston Latin School, to Mr. Gallivan as the one who arranged this wonderful stay in Boston, and to all our host students and their parents, who gave us home, food and friendship.

Senior Poll

Below is from the tabulation of a senior poll, put out by the Argo during Utility period. These items have undergone minimum editing in order to keep the accuracy of the poll; therefore, they do not necessarily reflect the opinion of the entire class of '90, nor of the Argo.

What was most memorable at BLS?

- Getting accepted into college
- Induction into N.H.S.
- Graduation
- Fenway "Dirty Dozen"
- Passing in senior paper
- None
- Never getting kept back
- Writing my B.U. essay in homeroom Jan. 14
- May 4, the day someone gave the basement a bath
- The simple city-wide tests
- Chess-Division II national champs
- Kevin Fitzgerald's-"Woodsy Owl" speech for Vice - President
- Harvard Commencement
- Renovations
- When the boys soccer team won
- The Ancient History final in 8th grade
- Shaun Kennedy sixie year
- and many classes, Waldr-on's, Marder's, and McCarthy's to name but a few.

What was the most memorable happening abroad?

- Berlin Wall, Unification of E.& W. Germany
- Bahamas
- Canada
- New Kids European Tour
- Bruins beat Canadians 4 games to 1
- field-trips
- McDonald's opening in Moscow
- B.C. vs Army in Iceland and some not so international but memorable : B.C. vs Miami 1984
- Celtics'sweet 16
- World Series 1986
- and Super Bowl 1986.

Words of Wisdom from the Senior Class

- Begin senior work once you know what needs to done
- Work hard but have fun
- Get out while you can
- Don't drink at the Fenns
- Don't cut on the same day
- Bother your guidance counselor everyday
- Save your money - you'll need it
- Get enough sleep
- Study for SAT's
- The future follows the present
- Live for today
- Stick with it
- Do what they tell you or you'll have to sweat out in June
- Apply early to college
- Get to know Mr. Contompasis
- Be sure you'll by happy at your safety school
- You are in control
- Don't believe anything someone tells you is going to happen before it does
- Do your senior paper on time
- If someone says they had nothing to do with something, know right away they certainly did!
- The end justifies the means when it comes to college essays

Boston Latin School, Alma Mater by Maia Economopoulos and Hazel Mirando

For 300 years this school had stood strong. Battling situations of all kinds. Living history and changing its face for the times.

Many dreams and successful goals Have been reached because of this School with all its feats.

Education at its best and greatness For its style. So we hope it stays for Quite a while.

So give a cheer for a school with a Spirit that never gave up trying. And keep its memories in your thoughts As you learn individuality.

PRIZES AND SCHOLARSHIPS AWARDED 1990



BOSTON LATIN SCHOOL
THE THREE HUNDRED FIFTY-FIFTH YEAR

PRIZES AND SCHOLARSHIPS AWARDED 1990

PAUL MICHAEL AGGRIPINO AWARD: Edward Montes
PAULINE ALEXANDER SCHOLARSHIP: Eva Fong Wa Ho
JAMES E. and ELIZABETH AMBERMAN AWARD: Joel Oster
ART MEDALS: Jessica Rowe Jorge Sun Chi Wai Yip
ALFRED J. BALDI SCHOLARSHIP: Adam Linn
IRVING S. BANQUER AWARD: Tsz Fu Ng
ELIOT L. BERNSTEIN SCHOLARSHIP: Manda Chan Warren Chan
ORRIS L. and ROSE E. BEVERAGE SCHOLARSHIP: Katherine Comer
BOSTON COLLEGE/BOSTON LATIN ALUMNI AWARD:
Colleen Breen Erin O'Reilly
BOSTON LATIN SCHOOL ALUMNI SCHOLARSHIPS:
David Akeson Eva Fong Wa Ho Germaine Robinson
Beverly Birk Ann Leahy Phuc Truong
Kirsten Champagne Jennifer Madore Christopher Wertz
Wel Chau Christopher Man David Wong
John Galano Gregory Moore John Wong
Romea Hemsley

BOSTON LATIN SCHOOL ASSOCIATION SCHOLARSHIPS:
Francis Gardner Scholarship - Katherine Comer
Moses Merrill Scholarship - Joel Oster
Arthur Irving Fiske Scholarship - Frieda Wong
Henry Pennypacker Scholarship - John Largess
Patrick Thomas Campbell Scholarship - Lai Hi Huynh
Joseph Lawrence Powers Scholarship - Tsz Fu Ng
George Leonard McKim Scholarship - Kara Zaleskas
John Joseph Doyle Scholarship - Gordon Chin
Wilfred L. O'Leary Scholarship - David Akeson
BOSTON LATIN SCHOOL FACULTY SCHOLARSHIP: Christopher Fuller
BOSTON LATIN SCHOOL HOME & SCHOOL ASSOC. MUSIC AWARDS:
Christopher Man Joel Oster

BOSTON LATIN SCHOOL HOME & SCHOOL ASSOC. SCHOLARSHIPS:
Henry Araica Elena Ialuna Lisa Silipigno
Jose Ayala Kelly Johnson Katherine St.Clair
Rana Bandeli Amy Kiley Tara Sullivan
Karen Bowman Lynda Seong Kong Dung Tang
Alesia Brody Nichole Lawton Kevin Torpey
Chun Hung Chin Peter McCarthy Cynthia Totten
Anastasios Chronopoulos Megan McDowell Diana Ubinas
Marisol Diaz Albert Moy Leonard Washburn
Sophie Elefther Christopher Mulligan Fabio White
Kevin Feehily Tai Huu Nguyen Robin Williams
Ashaki Fenderson Robert Nosky Nneka Wiltz
Kevin Fitzgerald Jeffrey O'Donnell Brenda Wong
Suzanne Gavin Michael Pierre Diane Wong
Kim Graham Benjamin Poor Tina Wong
Maia Hansen Paul Puleo Patreka Wood
Suzette Holmes Pascale Salomon Chi Wai Yip

BOSTON INTERNATIONAL ADVISORS SCHOLARSHIP AWARD: Milele Bourne
BOSTON TEACHERS UNION SCHOLARSHIP: Meghan Casey Jorge Sun
NORMAN BRUCE SCHOLARSHIP: Joanne Bunuan
JEREMIAH E. BURKE SCHOLARSHIP: Sharad Vivek
ROBERT C. BYRD HONORS SCHOLARSHIP: John Largess

CAMPBELL MEDAL: David Akeson
PATRICK T. CAMPBELL MEMORIAL SCHOLARSHIP: Aris Etheridge
CANTOR SCHOLARSHIP: Gregory Fallon
CAPEN SCHOLARSHIP: Kara Zaleskas
CARMEN T. CAULFIELD SCHOLARSHIP: Michele Monteiro
THE GOERGE and DIANA CHALAPATAS SCHOLARSHIP: Paul Lin
CHAN FAMILY AWARD: Chun Hung Chin Paul Lin
DAVID TAGGART CLARK PRIZE: Cynthia Totten
CLASS OF 1898 SCHOLARSHIP: Adam Linn
CLASS OF 1903 (MOSES MERRILL) PRIZE: John Anderson
CLASS OF 1907 SCHOLARSHIP: Anne Guiney
CLASS OF 1916 (RALEH HENRY LASSER) SCHOLARSHIP:
Deborah Dubique Robert Kwong Suzanne Mooney
CLASS OF 1920 SCHOLARSHIP: Nicole Brittingham
CLASS OF 1921 SCHOLARSHIP: Molly McKenna
CLASS OF 1924 SCHOLARSHIP: Katherine Craven
CLASS OF 1925 SCHOLARSHIP: Benjamin Mayer
CLASS OF 1926 SCHOLARSHIP: Anthony Lewin
CLASS OF 1928 SCHOLARSHIP: Paulina O'Brien
CLASS OF 1929 SCHOLARSHIP:
Anastasios Chronopoulos Anh Quang Le Diana Ubinas
CLASS OF 1930 (SEATON W. MANNING) SCHOLARSHIP: Kara Zaleskas
CLASS OF 1931 SCHOLARSHIP: Michael Wood
CLASS OF 1943 SCHOLARSHIP: Lisa Silipigno
CLASS OF 1957 SCHOLARSHIP/MENTORSHIP AWARD:
Melissa Carr Christopher Wertz
CONNOLLY AWARD: Lynda Seong Kong
PAUL J. COPPOLA AWARD: Rafael McLaughlin
IRA DANIELS AWARDS:
John Anderson Edmond Donlan Ann Marie O'Keefe
Nicole Brittingham Michelle Joyce Oscar Santos
Luz Carlos Ann Leahy Pyongduk Yim
Katherine Craven
NATHAN DAVID FAMILY ENDOWMENT AWARD:
Lynn Burke Sandie Woo Christine Zaleski
Laura Cooley
DAVIDSON PRIZE: Katherine Craven
DAVIS FUND AWARDS:
David Akeson Sophia Mitchell Oscar Santos
Judy Chan
GEORGE DEMETER PRIZE: Polly Macgregor
GEORGE DEMETER (AHEPA) SCHOLARSHIP: Okoduwa Okoawo
DERBY MEDALS:
Classical Music - Mary Ellen Gambon
Classics Translation - Sandie Woo
English Oration - Lynn Burke
English Poem - John Galano
Latin Essay - Johnny Wu
Latin Poem - John Largess
DR. JOSEPH F. DESMOND AWARD: Mary Ellen Gambon
PAUL A. DEVER PRIZE: Heather McKeigue
DEVEREAUX PRIZE: Carolyn Connolly Nigel Furlonge
WILLIAM DEVORE SCHOLARSHIP: Lai Hi Huynh
LT. BRENDAN T. DOHERTY SCHOLARSHIP: Edmond Donlan

PRIZES AND SCHOLARSHIPS AWARDED 1990

JAMES D. DONOVAN SCHOLARSHIP: Laura Cooley
 ROBERT BULMAN DRUMMEY PRIZE: Nicole Desharnais
 LEE J. DUNN MEMORIAL SCHOLARSHIP: Jennifer Swales
 WILLIAM V. DURANTE AWARD: Minh Dang
 PAUL GORDON ERICSON, CLASS OF 1967, SCHOLARSHIP: Sonny Li
 ARTHUR S. ESKIN SCHOLARSHIP: Milele Bourne
 ARCHER LINWOOD FAXON PRIZE: Gordon Chin
 ARCHER LINWOOD FAXON SCHOLARSHIP: Gordon Chin
 FISKE MEDAL: Christine Zaleski
 CHARLES S. FITZGERALD SCHOLARSHIP: Elaine Sylvester
 THOMAS BLAKE FITZPATRICK PRIZE: Paul Lin
 THOMAS EDWARD FITZPATRICK AWARD: Tsz Fu Ng

FRANKLIN MEDALS:

Katherine Comer	John Largess	Tsz Fu Ng
Joel Oster	Lai Hi Huynh	Kara Zaleskas
Frieda Wong		

TIMOTHY F. GALVIN AWARD: Kerri Sweeney

JOHN F. X. GAQUIB AWARD: Gene D'Avolio

ERVANT GARDNER PRIZE - For Excellence in Dramatics: Corinne Lucas

FRANCIS GARDNER PRIZES - For Excellence in Declamation:

First Prize - Rosalie O'Brien, Class II
 Second Prize - Okoduwa Okoawo
 Third Prize - Caroline Kelley, Class II
 Special Prize for Classes I & II - Omoizele Okoawo, Class II
 Special Prize for Classes III & IV - Samuel Martland, Class III
 Special Prize for Classes V & VI - Nicole Lessin-Joseph, Class VI
 FRANCIS GARDNER PRIZES - For Excellence in Reading:
 First Prize - Katherine Comer
 Second Prize - Jessica DelloRusso
 Third Prize - Maia Hansen
 Special Prize for Classes III & IV - Genevieve McLellan, Class III
 Special Prize for Classes V & VI - Katherine Rowley, Class V

GARDNER PRIZES - For Research:

Literature - Adam Linn
 Science - Tsz Fu Ng

GEISINGER SCHOLARSHIP: Robert Kwong

GIRLS' HIGH SCHOOL SCHOLARSHIP: Lisa Silipigno

AARON GORDON PRIZE: Naghme Shirkhan

CHARLES E. W. GRINNELL MEMORIAL SCHOLARSHIP: Anne Guiney

JAMES HALLORAN SCHOLARSHIP: Molly McKenna

HARVARD COOP SCHOLARSHIP: Christine Zaleski

HEAD MASTER'S AWARDS:

Luz Carlos	Anne Guiney	Michele Monteiro
Melissa Carr	Robert Kwong	Lisa Silipigno
Deborah Dubique	Sonny Li	Sharad Vivek
Danikka Giarratani	Molly McKenna	Sandie Woo

HENDERSON MEDAL: Naghme Shirkhan

HERMANSON SCHOLARSHIP: Malaika Adams

WILLIAM HOLMES AWARD: Kert Williams

KENNETH A. JOHNSON PRIZE: Karimah Scott

AUSTIN JONES MEMORIAL SCHOLARSHIP: Colin Williams

ALFRED LAWRENCE KAUFMAN PRIZE: Okoduwa Okoawo

KEEFE I AWARD: Max Withers

KEEFE II AWARD: Gene D'Avolio

JOSEPH P. KENNEDY SCHOLARSHIPS:

Zachary Aggelis	Christopher Fuller	Katie Nolan
Karen Alegria	Mary Ellen Gambon	Paulina O'Brien
Oral Allen	Novella Green	Dana Riggs
Eric Barbour	Nguyet Huynh	Stanley Seto
Nora Baston	Syvalia Hyman	Sheila Smith
Marilyn Bradshaw	Christin Kelly	Justin Stratman
Felicia Cousins	David Manilov	Jennie Tan
Tara Crepeau	Paulette Milne	Paul Terranova
Richard Daniels	Sophia Mitchell	Dennis Walsh
Jessica DelloRusso	Lisa Moy	Kyle Wells
Nicole Dumas	Lilyana Nguyen	Mary Yaya
Kevin Forde		

PAUL A. KENNEDY MEMORIAL SCHOLARSHIP: Adam Linn

DR. MARTIN LUTHER KING, JR. PRIZE: Michele Monteiro

DR. DAVID ELI KOPANS SCHOLARSHIP: Desmond Lovell

PETER H. KOZODOY SCHOLARSHIP: Ingrid Sheldon

JOHN LANDRIGAN AWARD: Nicole Brittingham Christopher Fuller

HARRY and IDA LANE SCHOLARSHIP: Charlene Sleeper

ROY E. LARSEN SCHOLARSHIPS:

Lori Breen	Tracy Hinchliffe	Cara Power
Joanne Burnan	Anh Quang Le	Naghme Shirkhan
Sylvia Chu	Michele McCullough	Holly Teichholtz
Deborah Dubique	Kristine Myers	Chi Tu
William Fisher	Paulina O'Brien	Shawn Wilson
John Hamilton	Okoduwa Okoawo	

LAWRENCE PRIZES - For Original Written Exercises:

Original Essay - John Largess
 Original Poem - Johnny Wu

LAWRENCE PRIZES - For Translations:

French Poem - Romea Hemsley
 Latin Poem - Katherine Comer

T. VINCENT LEARSON SCHOLARSHIP PROGRAM:

Orietta Barletta	Nigel Furlonge	Sonny Li
Nicole Desharnais		

MAX LEVINE, CLASS OF 1907, FRENCH SCHOLARSHIP: Kara Zaleskis

MAX LEVINE, CLASS OF 1907, GENERAL SCHOLARSHIPS

Michael Ahearn	Jessie Decker	Generoso Musto
Soraya Anderson	Margaret Doherty	Michelle Nasson
Regina Atkins	Maria Eliopoulos	Megan O'Brien
Racquel Bailey	Darrell Fidler	Jhana O'Donnell
Kristin Beattie	Candace Hughes	A. Matthew Pallett
April Bowles	James Hunt	Jessica Rowe
Tullio Capasso	Nancy Kane	Mitchell Shamon
Elvira Carvalho	Raymond Lee	Kristin Szegda
Terri Cates	Brad McNichols	Lisa Tom
Nigel Charlton	Jane Milanopoulos	Mary Toomey
Odessa Cozzolino	Ellen Mulrey	David Young
Moir Cradock		

RABBI JOSEPH H. LIEF MEMORIAL SCHOLARSHIP: Dani'l Gill

MARY LUISE FUND AWARD: Lai Hi Huynh

CELLA GORDON MALKIEL PRIZE: John Largess

PHILIP MARSON SCHOLARSHIP: David Akeson

MELVIN MEDNICOFF SCHOLARSHIP: Michael Rigas

FRANCIS and ELIZABETH HIGGINS MOLONEY SCHOLARSHIP: Frieda Wong

WILLIAM F. MORRISSEY SCHOLARSHIP: Melissa Carr

MUSIC MEDALS:

Malaika Adams	Katherine Comer	John Largess
Margery Berthole	Michelle Graham	Richard Park
NATIONAL HONOR SOCIETY MOVATHON FUND-RAISER AWARDS		
Carolyn Connolly	Patricia Lohan	Darrell Williams
Elizabeth Duffy		

NATIONAL MERIT SCHOLARSHIP FINALIST: John Largess

NATIONAL MERIT SCHOLARSHIP LETTERS OF COMMENDATION:

John Anderson	Nicole Desharnais	Joel Oster
Vincent Bono	Arthur Erickson	Benjamin Poor
Lynn Burke	Heather Fairfield	Ingrid Sheldon
Gordon Chin	Kristine Freimanis	Sharad Vivek
Anastasios Chronopoulos	Derek Irwin	Karl VonLaudermann
Sylvia Chu	Benjamin Mayer	Max Withers
Katherine Comer	Tai Huu Nguyen	Terrance Wong
Gene D'Avolio	Jillian O'Connor	Kara Zaleskas
		Cara Power

NEW ENGLAND SCHOLASTIC FOUNDATION AWARD: William Fisher

HOWARD GARDNER NICHOLS PRIZE: Carolyn Connolly Jorge Sun

HELEN MURPHY O'BRIEN MEMORIAL SCHOLARSHIP: Minh Dang

OPEN GATE SCHOLARSHIPS:

Margery Berthole	Elisa Jaramillo	Karimah Scott
Meghan Casey	Alicia Keenan	Ingrid Sheldon
Judy Chan	Margaret Kirchgassner	Yildiz Silta
Kelly Chase	George Koulis	Matthew Small
Jae Hyung Cho	Corinne Lucas	Stephen Somerville
Heather Fairfield	Polly Macgregor	Wilfred Suozzo
Michelle Flanagan	Benjamin Mayer	Kerri Toland
Cristina Gomes	Heather McKeigue	Karl VonLaudermann
Mary Goon	Shuk Ping Ng	Matthew Walsh
Michelle Graham	Richard Park	Terrance Wong
Anne Guiney	Grantley Payne	Kafai Yu

PENNYPACKER MEDAL: Orietta Barletta

MICHAEL C. PESCATORE SCHOLARSHIP: Frieda Wong

HERBERT L. PETERSON MEMORIAL AWARD: John Largess

ANDREW RUPOLO MEMORIAL SCHOLARSHIP:

Nicole Desharnais	Sean McCarthy	Derek Shine
-------------------	---------------	-------------

NORMAN S. RABB SCHOLARSHIP: Sylvia Chu

LEO RABINOVITZ SCHOLARSHIP: Jillian O'Connor

DIANE RICCI AWARD: Polly Macgregor Jorge Sun

JOSEPH L. ROGERS SCHOLARSHIP:

Katherine Comer	Maia Hansen	Anthony Lewin
Laura Cooley	Romea Hemsley	Okoduwa Okoawo
Heather Fairfield	Courtenay Kettleson	Cynthia Totten

RONAN AWARD: Angie Roberts

SCHALLENBACH PRIZES:

German - Joel Oster
 Latin - Frieda Wong

SOCIETY OF WOMEN ENGINEERS - CERTIFICATE OF MERIT:

Lena Tang	Frieda Wong	Kara Zaleskas
-----------	-------------	---------------

A. M. SONNABEND SCHOLARSHIP: Angie Roberts

MORRIS R. and HELEN S. SPELFOGEL SCHOLARSHIP: Laura Cooley

JULIAN D. STEELE AWARD: Colin Williams

CORNELIUS MARTIN SULLIVAN AWARD: Rosalie O'Brien, Class II

ALBERT A. THOMPSON PRIZE: Oscar Santos

VERSHOW SCHOLARSHIP: Elisa Jaramillo

WEST COAST ALUMNI ASSOCIATION SCHOLARSHIP:

Danikka Giarratani	Suzanne Mooney	Sharad Vivek
--------------------	----------------	--------------

CHARLES FENNO WINSLOW PRIZE: Chun Hung Chin

STEPHEN D. L. WOO SCHOLARSHIP: Johnny Wu

WOODHULL SCHOLARSHIP: Michele McCullough

YEE FAMILY SCHOLARSHIP: Sophia Mitchell

MICHELMAN PRIZE: Clara Hwang, Class II

BABSON BOOK AWARD: Jennifer Murray, Class II

RENSSELAER MATHEMATICS AND SCIENCE AWARD: Clara Hwang, Class II

BAUSCH & LOMB SCIENCE AWARD: Rainer Paine, Class II

BOSTON COLLEGE BOOK AWARD: Domenic Giammarco, Class II

BOSTON UNIVERSITY SCHOOL OF EDUCATION BOOK AWARD: Jeremy Lang, Class II

BROWN BOOK AWARD: Antoinette Eng, Class II

COLUMBIA BOOK AWARD: Ria Persad, Class II

CORNELL BOOK AWARD: Sin Yan Law, Class II

DARTMOUTH BOOK AWARD: Regina Lau, Class II

HARVARD BOOK AWARD: Rebecca Milstein, Class II

HOLY CROSS BOOK AWARD: Linda Ramos, Class II

UNIVERSITY OF MIAMI BOOK AWARD: Rosalie O'Brien, Class II

MOUNT HOLYOKE BOOK AWARD: Danielle Twohey, Class II

UNIVERSITY OF PENNSYLVANIA BOOK AWARD: MONBILL FUNG, Class II

SMITH BOOK AWARD: Vivian Towe, Class II

SUFFOLK BOOK AWARD: Ngonenokhame Inthasomsack, Class II

YALE BOOK AWARD: Tue Linh Ho, Class II

BETTE DEMETER PRIZE: Nektaria Bougas, Class III

GLOVER MEDAL: Paul Li, Class III

WILLIAM KIMBALL NORTON PRIZE: Paul Li, Class III

JOHN K. RICHARDSON PRIZE: Mariana Todesco, Class III

WARREN EASTMAN ROBINSON PRIZE: Mable Mui, Class III

CLASS OF 1885 PRIZES (CLASS IVB):

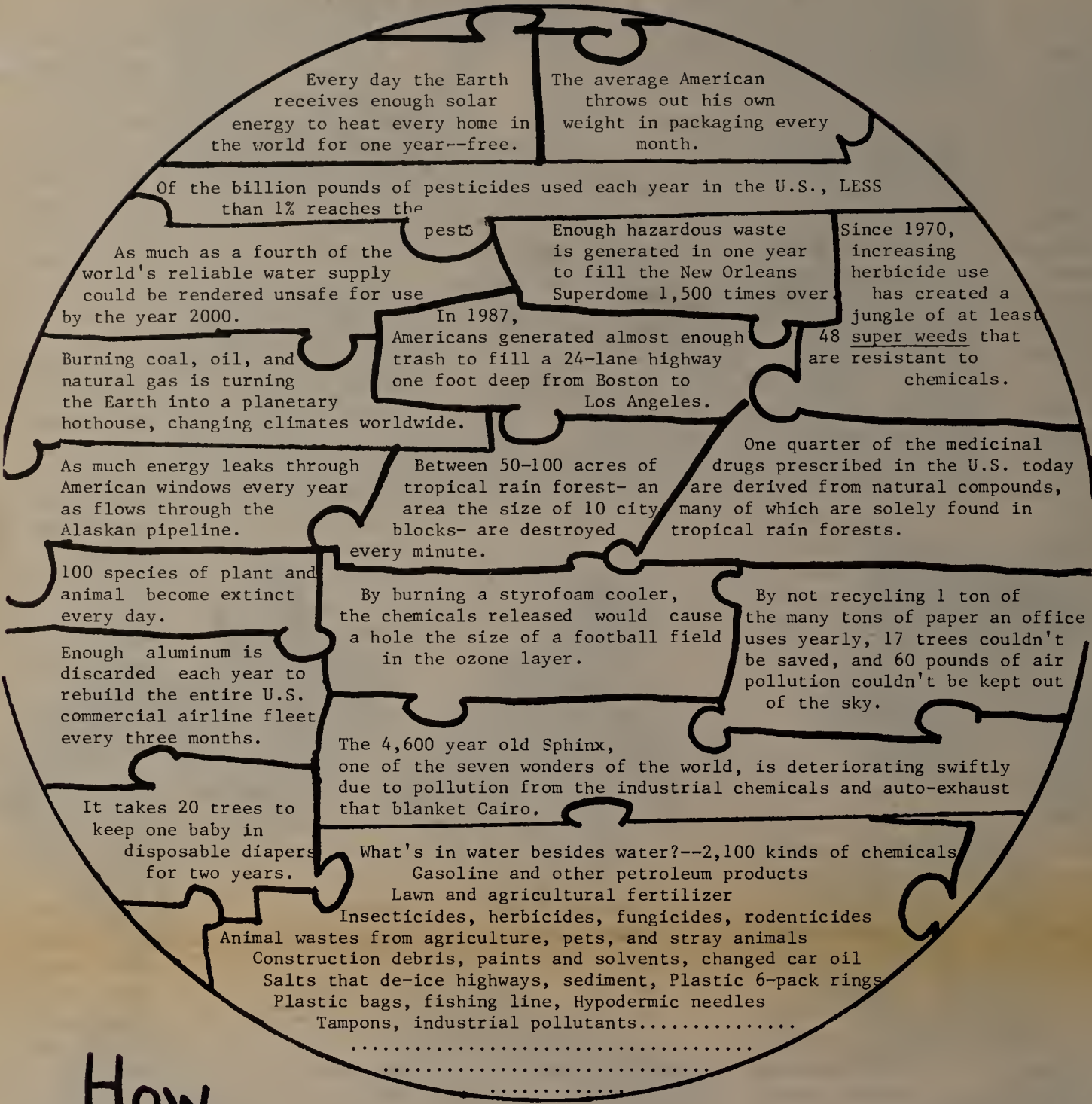
Peter Colwell	Emmanuel Fleurinor	Tai Nguyen
Sara Corsaro	Rebecca Kiley	Joanne Skelton





Senior Class of 1990

VICTOR ABRUZZESE				KATHERINE E STCLAIR
MALAICA ADAMS				JUSTIN D STRATMAN
ZACHARY AGGELIS				TARA M SULLIVAN
MICHAEL P AHEARN	KATHERINE CRAVEN	CHARLES HOLDER	EDWARD M MONTES	JORGE SUN
DAVID R AKESON	TARA B CREPEAU	SUEZETTE HOLMES	SUZANNE A MOONEY	WILFRED P SUOZZO
KAREN Y ALEGRIA	LAURA M CURRAN	CANDACE HUGHES	GREGORY P MDORE	JENNIFER SWALES
ORAL M ALLEN	MIMIE M DAM	JAMES W HUNT	BILLY R MOSS	KERRI A SWEENEY
JOHN D ANDERSON	MINH DANG	LAI HI HUYNH	ALBERT MOY	ELAINE SYLVESTER
SORAYA L ANDERSON	RICHARD S DANIELS	NGUYET D HUYNH	LISA S MOY	KRISTIN M SZEGDA
HENRY ARAICA	HEIDI N DAVIDSON	SYVALIA HYMAN	JANTINA S MUI	JENNIE M TAN
CHARLES T ARCHER	LISA M DAVIDSON	ELENA S IALUNA	TINA M MULHOLLAND	DUNG Q TANG
LETITIA ARCHER	GENE M DAVOLIO	CARL J IMBERGAMO	CHRISTOPHER MULLIGAN	LENA TANG
REGINA R ATKINS	JESSE DECKER	DEREK R IRWIN	ELLEN MULREY	HOLLY A TEICHHOLTZ
JOSE A AYALA	MICHAEL J DELAMERE	JENNIFER JACKSON	GENEROSO MUSTO	PAUL TERRANOVA
RACQUEL N BAILEY	JESSICA DELLORUSSO	ELISA JARAMILLO	KRISTINE F MYERS	KERRI D TOLAND
RANA BANDELI	ALBERT D DENTON	JUSTIN C JOHNSON	MICHELLE N NASSON	LISA TOM
ERIC BARBOUR	NICOLE J DESHARNAIS	KELLY A JOHNSON	SHUK PING NG	MARY F TOOMEY
ORietta P BARLETTA	LISA J DEVER	MICHELLE A JOYCE	TSZ FU NG	KEVIN F TORPEY
ERICA BARRY	MARISOL DIAZ	NANCY KANE	LILYANA D NGUYEN	CYNTHIA J TOTTEN
NORA L BASTON	MARGARET M DOHERTY	ALICIA M KEENAN	TAI HUU NGUYEN	PHUC TRUONG
PATTI-LEE BATSINELAS	EDMOND DONLAN	CHRISTINE KELLY	WARREN D NICHOLS	CHI T TU
KRISTIN VM BEATTIE	ROURKE DONNELLY	COURTENAY KETTLESON	KATIE A NOLAN	RANCA R TUBA
MARGERy BERTHOLE	DEBORAH DUBIQUE	AMY KILEY	ROBERT A NOSKY	ROHAN G TUITT
VINCENT BONO	ELIZABETH A DUFFY	MARGARET KIRCHGASSNER	MEGAN OBRIEN	DIANA M UBINAS
MILELE T BOURNE	NICOLE DUMAS	LYNDA SEONG KONG	PAULINA M OBRIEN	SHARAD VIVEK
APRIL M BOWLES	KENNETH DUNCAN	GEORGE KOULIS	ERIN K OCONNELL	KARL D VONLAUDERMANN
KAREN D BOWMAN	BRIAN P EDWARDS	ROBERT C KWONG	JILLIAN OCONNOR	DENNIS M WALSH
MARILYN BRADSHAW	SOPHIE V ELEFTHER	DUNG NGUYET LAM	JEFFREY E ODONNELL	MATTHEW R WALSH
COLLEEN M BREEN	MARIA ELIOPOULOS	JOHN C LARGESS	JHANA R ODONNELL	LEONARD R WASHBURN
LORI A BREEN	ARTHUR R ERICKSON	NICHOLE P LAWTON	ANN MARIE OKEEFE	KYLE WELLS
NICOLE L BRITTINGHAM	ARIS I ETHERIDGE	ANH QUANG LE	OKODUWA I OKOAWO	CHRISTOPHERM WERTZ
ALESIA BRODY	HEATHER L FAIRFIELD	ANN S LEAHY	ERIN OREILLY	FABIO WHITE
BEN W BROPHY	GREGORY M FALLON	RAYMOND LEE	JOEL OSTER	SHERMESE T WHITSEY
JOANNE S BUNUAN	JOSEPH C FARREN	ANTHONY G LEWIN	A. MATTHEW PALLETT	COLIN A WILLIAMS
BEVERLY BURK	KEVIN M FEEHILY	SONNY H LI	RICHARD PARK	DARRELL WILLIAMS
LYNN H BURKE	CASSANDRA FELIX	PAUL C LIN	GRANTLEY D PAYNE	FREDERIC H WILLIAMS
MARIA BUSTOS	ASHAKI FENDERSON	ADAM LINN	MICHAEL R PIERRE	KERT A WILLIAMS
TULLIO A CAPASSO	WILLIAM J FISHER	PATRICIA A LOHAN	BENJAMIN H POOR	ROBIN T WILLIAMS
ANTONIO CAPORIZZO	KEVIN W FITZGERALD	MARIA E LOULOURGAS	CARA M POWER	TOSHIVA WILLIAMS
LUZ CARLOS	DARRELL E FIXLER	DESMOND R LOVELL	PAUL A PULEO	SHAWN WILSON
MELISSA A CARR	MICHELLE L FLANAGAN	LATANYA T LUACAW	KEITH F REID	NNEKA T WILTZ
ELVIRA B CARVALHO	KEVIN P FORDE	CORINNE M LUCAS	NORA I REYES	MAX M WITHERS
MEGHAN M CASEY	KRISTINE FREIMANIS	HUE QUYEN LY	MICHAEL J RIGAS	BRENDA WONG
TERRI CATES	CHRISTOPHER FULLER	POLLY B MACGREGOR	DANA RIGGS	DAVID WONG
KIRSTEN M CHAMPAGNE	NIGEL FURLONGE	JENNIFER A MADORE	ANGIE ROBERTS	DIANE WONG
JUDY CHAN	JOHN GALANO	EILEEN M MAHONEY	GERMAINE T ROBINSON	EMILY M WONG
MANDA CHAN	MARY E GAMBON	MILDRED MALDONADO	JESSICA ROWE	FRIEDA WONG
WARREN W CHAN	SUZANNE M GAVIN	CHRISTOPHER MAN	ROBERTA S SALMON	JOHN G WONG
NIGEL CHARLTON	MARLENE GEBRAEL	DAVID A MANILOV	PASCALE T SALOMON	TERRANCE WONG
KELLY CHASE	DANIKKA P GIARRATANI	BENJAMIN C MAYER	OSCAR SANTOS	TINA WONG
WEL W CHAU	DANIEL G GILL	LARA MCCARTHY	KAREN E SATKEVICH	SANDIE WOO
YEE LI CHAU	CRISTINA GOMES	PETER MCCARTHY	ANNEMARIE SCANLON	MICHAEL WOOD
WAI CHEUNG CHENG	MARY H GOON	SEAN C MCCARTHY	KARIMAH A SCOTT	PATREKA WOOD
CHUN HUNG CHIN	KENNETH GOW	MICHELE A MCCULLOUGH	JACQUELINE SEELEY	JOHNNY WU
GORDON W CHIN	KIM GRAHAM	MEGAN S MCDOWELL	STANLEY T SETO	MARIBETH YARNELL
JAE HYUNG CHO	MICHELLE GRAHAM	HEATHER A MCKEIGUE	MITCHELL SHAMOON	MARY E YAYA
ANASTASIOS N CHRONOPOULOS	NOVELLA E GREEN	MOLLY C MCKENNA	INGRID V SHELDON	WILSON YI
SYLVIA CHU	JULIE GRIMMER	RAFAEL P MCLAUGHLIN	DEREK T SHINE	PYONGDUK YIM
KATHERINE M COMER	MELINDA GUEN	BRAD MCNICHOLS	NAGHMEH SHIRKHAN	CHI WAI YIP
CAROLYN CONNOLLY	ANNE GUINEY	GLENN MEADOWS	LISA SILIPIGNO	DAVID YOUNG
DANIEL CONNORS	JOHN B HAMILTON	PAULETTE MILNE	YILDIZ T SILTA	KAFAI YU
LAURA A COOLEY	MAIA C HANSEN	JANE B MILONOPOULOS	CHARLENE L SLEEPER	KARA M ZALESKAS
FELICIA V COUSINS	ROMEA B HEMSLEY	SOPHIA G MITCHELL	MATTHEW SMALL	CHRISTINE A ZALESKI
ODESSA H COZZOLINO	TRACY L HINCHLIFFE	BETSY I MONGE	SHEILA M SMITH	JOSEPH M ZEINIEH
MOIRA CRADOCK	EVA FONG WA HO	MICHELE D MONTEIRO	STEPHEN D SOMERVILLE	YURI ZYGALA



How
MUCH DOES IT TAKE
UNTIL YOU SEE THE BIG
PICTURE?

